YEDİTEPE UNIVERSITY

FACULTY of MEDICINE

PHASE V

ACADEMIC PROGRAM BOOK

2024 – 2025

Student's:

Name:…….

Nr:……..

YEDİTEPE UNIVERSITY

FACULTY OF MEDICINE
PHASE V

CONTENT **Page**

YEDİTEPE UNIVERSITY FACULTY OF MEDICINE *,**
AIM AND OUTCOMES 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

- ***are aware of*** the local and global health issues
- ***have acquired competence*** in knowledge, skills and attitudes to manage and provide primary health care service
- ***know***, ***apply*** and ***care*** for ethical principles of the medical profession
- **keep up with** *current knowledge at national and international level*
- ***are capable of*** systematical thinking
- **are** *investigative and questioning*
- continually ***renovate*** and ***improve*** themselves
- ***are capable of*** teamwork
- **use** *technology competently in medicine and related areas*
- **have** *effective communication skills*
- **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 2024 – 2025)

İlke Bahçeci Şimşek, MD Prof. (Coordinator)

Ece Genç, PhD Prof. (Co-coordinator)

Hatice Türe, MD Prof. (Co-coordinator)

Müzeyyen Doğan, MD Prof. (Co-coordinator)

Oğuzhan Zahmacıoğlu, MD Assoc Prof. (Co-coordinator)

Pınar Çıragil MD Prof. (Co-coordinator)

Özge Yabaş Kızıloğlu MD Assoc Prof. (Co-coordinator)

YEDİTEPE UNIVERSITY

FACULTY OF MEDICINE CURRICULUM 2024-2025

PHASE V

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

The curriculum applies to 2023-2024 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=30 hours of workload including independent study hours per average student. GPA and cGPA calculations are based on ECTS credits.

[3] **Area Elective Courses.** Only one of the provided courses can be elected in the fourth educational year. Only one of the provided courses can be elected in the fifth educational year. MED550 Radiation Oncology, MED551 Intensive Care, MED552 Surgcal Anatomy. MED 553 The Life Style Medicine,MED 554 Clinical Microbiology, MED 555 Clinical Immunology

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.

* Please see “https://med.yeditepe.edu.tr/en/undergraduate-medical-education” for more information.

YEDİTEPE UNIVERSITY
FACULTY OF MEDICINE
PHASE V

DESCRIPTION AND CONTENT

“Clinical Phase”; qualifications (competencies and proficiencies) for symptom-disease-patient management in domains of clerkships.

Anesthesia, Forensic Medicine, Pediatric Surgery, Pediatric Psychology, Psychology, Dermatology, Infectious Diseases, Physical Therapy and Rehabilitation, Clinical Pharmacology, Otorhinolaryngology, Neurology, Neurosurgery, Nuclear Medicine, Ophthalmology, Orthopedics, Radiology, Urology, Medical Genetics and Area Elective Courses.

AIM and LEARNING OBJECTIVES of PHASE V

AIM

In the 5th phase of the program, students are intended to be brought up to the competency level to use their knowledge, skills and attitudes gained in the first three years, to diagnose, follow-up and treat real patients including the outpatients and/or inpatients.

LEARNING OBJECTIVES

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

KNOWLEDGE

1. ***explain*** clinical conditions which are which are frequent in community and/or pose high risk for individual or community health, and/or life-threatening or constitute an emergency
2. ***tell*** that taking a history based on systems is an important element of diagnosis
3. ***count*** properties of physical examination based on systems
4. ***explain*** interventions used for current medical and surgical methods
5. ***recognize*** basic ethical approaches completely
6. ***distinguish*** between legal and ethical issues

SKILLS

7. ***take*** history based on systems
8. ***apply*** physical examination methods based on systems
9. ***select*** appropriate tests to support clinical decisions
10. ***interpret*** test results to support clinical decisions
11. ***do*** frequently used diagnostic applications
12. ***refer*** patient to next level care

ATTITUDES

13. ***participate*** fully and timely in activities carried out during training
14. ***take*** responsibilities to be fulfilled

ACADEMIC CALENDAR 2024 – 2025

September 02, 2024 (Monday)	Beginning of Phase V
30 August 2024, Friday 12.00-13.00	Introduction of Phase V
October 17, 2024, Thursday	Coordination commitee meeting
October 28 , 2024 (Monday, ½ day) October 29, 2024 (Tuesday)	Republic Day National Holiday
November 10, 2024 (Saturday 09:00-12:00)	Commemaration of Atatürk
December 28, 2024 (Saturday) (ONLINE)	1st Progress Test
January 1, 2025 (Wednesday)	New year
January 14, 2025, Tuesday	Coordination commitee meeting (with student participation)
March 14 , 2025 (Friday)	Physicians' Day
March 29, 2025 (Saturday) March 30- April 1, 2025 (Sunday-Tuesday)	Ramadan Feast Holiday
April 23, 2025 (Wednesday)	National Holiday
May1, 2025 (Thursday)	Labor's day
May 10, 2025 (Saturday) (ONLINE)	2nd Progress Test
May 19 2025 (Monday	National Holiday
May 27, 2025, Tuesday	Coordination commitee meeting (with student participation)
June 16-19, 2025	Incomplete exams
May 30, 2025, (Friday)	End of Phase
July 17, 2025, Thursday	Coordination commitee meeting

PHASE V
ACADEMIC SCHEDULE 2024 – 2025

	Group 1	Group 2	Group 3	Group 4	Group 5	Group 6	Group 7
02-06.09.2024	ORTHOPAEDICS & TRAUMATOLOGY Y.Ü.T.F. (3 weeks)	RADIOLOGY Y.Ü.T.F. (2 weeks)	ANESTHESIOLOGY Y.Ü.T.F. (2 weeks)	NEUROLOGY Y.Ü.T.F. + F.S.M.E.A.H. (3 weeks)	OPHTHALMOLOGY Y.Ü.T.F. (3 weeks)	OTORHINO-LARYNGOLOGY Y.Ü.T.F. (3 weeks)	DERMATOLOGY Y.Ü.T.F. (3 weeks)
09-13.09.2024							
16-20.09.2024		NUCLEAR MEDICINE Y.Ü.T.F. (1 week)	CHILD PSYCHIATRY Y.Ü.T.F (1 week)				
23-27.09.2024	PHYSICAL MEDICINE &REHABILITATION Y.Ü.T.F.+ F.S.M.E.A.H (2 weeks)	MEDICAL GENETICS Y.Ü.T.F+ Ü.E.A.H: * (1 week)	PSYCHIATRY Y.Ü.T.+Modist (2 weeks)	NEUROSURGERY Y.Ü.T.F. (2 weeks)	UROLOGY Y.Ü.T.F+ (2 weeks)	PEDIATRIC SURGERY Y.Ü.T.F + Z.K..E.A.H (2 weeks)	INFECTIOUS DISEASES Y.Ü.T.F +_Ü.E.A.H (2 weeks)
30.09-04.10.2024		AREA ELECTIVE COURSE (1 week)					
07-11.10.2024	DERMATOLOGY Y.Ü.T.F. (3 weeks)	ORTHOPAEDICS & TRAUMATOLOGY Y.Ü.T.F. (3 weeks)	RADIOLOGY Y.Ü.T.F. (2 weeks)	PSYCHIATRY Y.Ü.T.+Moodist (2 weeks)	NEUROLOGY Y.Ü.T.F. + F.S.M.E.A.H. (3 weeks)	OPHTHALMOLOGY Y.Ü.T.F. (3 weeks)	OTORHINO-LARYNGOLOGY Y.Ü.T.F. (3 weeks)
14-18.10.2024							
21-25.10.2024			NUCLEAR MEDICINE Y.Ü.T.F. (1 week)	CHILD PSYCHIATRY Y.Ü.T.F (1 week)			
28.10-01.11.2024	INFECTIOUS DISEASES Y.Ü.T.F +_Ü.E.A.H: (2 weeks)	PHYSICAL MEDICINE &REHABILITATION Y.Ü.T.F.+ F.S.M.E.A.H (2 weeks)	MEDICAL GENETICS Y.Ü.T.F+ Ü.E.A.H: (1 week)	ANESTHESIOLOGY Y.Ü.T.F. (2 weeks)	NEUROSURGERY Y.Ü.T.F. (2 weeks)	UROLOGY Y.Ü.T.F (2 weeks)	PEDIATRIC SURGERY Y.Ü.T.F + + Z.K..E.A.H (2 weeks)
04-08.11.2024			AREA ELECTIVE COURSE (1 week)				
11-20.11.2024	CL. PHARMACOLOGY Y.Ü.T.F. (GROUP I)				FORENSIC MEDICINE Y.Ü.T.F. (GROUP II)		
21-29.11.2024	FORENSIC MEDICINE Y.Ü.T.F. (GROUP I)				CL. PHARMACOLOGY Y.Ü.T.F. (GROUP II)		
02-06.12.2024	PEDIATRIC SURGERY Y.Ü.T.F + + Z.K..E.A.H (2 weeks)	OTORHINO-LARYNGOLOGY Y.Ü.T.F. (3 weeks)	PHYSICAL MEDICINE &REHABILITATION Y.Ü.T.F.+ F.S.M.E.A.H (2 weeks)	MEDICAL GENETICS Y.Ü.T.F- Ü.E.A.H: (1 week)	ANESTHESIOLOGY Y.Ü.T.F. (2 weeks)	NEUROSURGERY Y.Ü.T.F. (2 weeks)	UROLOGY Y.Ü.T.F (2 weeks)
09-13.12.2024				AREA ELECTIVE COURSE (1 week)			
16-20.12.2024	OPHTHALMOLOGY Y.Ü.T.F. (3 weeks)		DERMATOLOGY Y.Ü.T.F. (3 weeks)	ORTHOPAEDICS & TRAUMATOLOGY Y.Ü.T.F. (3 weeks)	RADIOLOGY Y.Ü.T.F. (2 weeks)	PSYCHIATRY Y.Ü.T.+Modist (2 weeks)	NEUROLOGY Y.Ü.T.F. + F.S.M.E.A.H. (3 weeks)
23-27.12.2024		INFECTIOUS DISEASES Y.Ü.T.F +_Ü.E.A.H: (2 weeks)					
30.12.2023-03.01.2025					NUCLEAR MEDICINE Y.Ü.T.F. (1 week)	CHILD PSYCHIATRY Y.Ü.T.F (1 week)	
06-10.01.2025	UROLOGY Y.Ü.T.F (2 weeks)	PEDIATRIC SURGERY Y.Ü.T.F + Z.K..E.A.H (2 weeks)	INFECTIOUS DISEASES Y.Ü.T.F +_Ü.E.A.H: (2 weeks)	PHYSICAL MEDICINE &REHABILITATION Y.Ü.T.F.+ F.S.M.E.A.H (2 weeks)	MEDICAL GENETICS Y.Ü.T.F+ Ü.E.A.H: (1 week)	ANESTHESIOLOGY Y.Ü.T.F. (2 weeks)	NEUROSURGERY Y.Ü.T.F. (2 weeks)
13-17.01.2025					AREA ELECTIVE COURSE (1 week)		

	Group 1	Group 2	Group 3	Group 4	Group 5	Group 6	Group 7
20-24.01.2025	NEUROLOGY Y.Ü.T.F. + F.S.M.E.A.H. (3 weeks)	OPHTHALMOLOGY Y.Ü.T.F. (3 weeks)	OTORHINO-LARYNGOLOGY Y.Ü.T.F. (3 weeks)	DERMATOLOGY Y.Ü.T.F. (3 weeks)	ORTHOPAEDICS & TRAUMATOLOGY Y.Ü.T.F. (3 weeks)	RADIOLOGY Y.Ü.T.F. (2 weeks)	PSYCHIATRY Y.Ü.T.+Moodist (2 weeks)
27-31.01.2025						NUCLEAR MEDICINE Y.Ü.T.F. (1 week)	CHILD PSYCHIATRY Y.Ü.T.F (1 week)
03-07.02.2025							
10-14.02.2025	NEUROSURGERY Y.Ü.T.F. (2 weeks)	UROLOGY Y.Ü.T.F (2 weeks)	PEDIATRIC SURGERY Y.Ü.T.F + Z.K.E.A.H (2 weeks)	INFECTIOUS DISEASES Y.Ü.T.F + Ü.E.A.H: (2 weeks)	PHYSICAL MEDICINE &REHABILITATION Y.Ü.T.F.+ F.S.M.E.A.H (2 weeks)	MEDICAL GENETICS Y.Ü.T.F+ Ü.E.A.H: (1 week)	ANESTHESIOLOGY Y.Ü.T.F. (2 weeks)
17-21.02.2025						AREA ELECTIVE COURSE (1 week)	
24-28.02.2025	PSYCHIATRY Y.Ü.T.+Moodist (2 weeks)	NEUROLOGY Y.Ü.T.F. + F.S.M.E.A.H. (3 weeks)	OPHTHALMOLOGY Y.Ü.T.F. (3 weeks)	OTORHINO-LARYNGOLOGY Y.Ü.T.F. (3 weeks)	DERMATOLOGY Y.Ü.T.F. (3 weeks)	ORTHOPAEDICS & TRAUMATOLOGY Y.Ü.T.F. (3 weeks)	RADIOLOGY Y.Ü.T.F. (2 weeks)
03-07.03.2025							
10-14.03.2025	CHILD PSYCHIATRY Y.Ü.T.F (1 week)						NUCLEAR MEDICINE Y.Ü.T.F. (1 week)
17-21.03.2025	ANESTHESIOLOGY Y.Ü.T.F. (2 weeks)	NEUROSURGERY Y.Ü.T.F. (2 weeks)	UROLOGY Y.Ü.T.F (2 weeks)	PEDIATRIC SURGERY Y.Ü.T.F + + Z.K..E.A.H (2 weeks)	INFECTIOUS DISEASES Y.Ü.T.F + Ü.E.A.H: (2 weeks)	PHYSICAL MEDICINE &REHABILITATION Y.Ü.T.F.+ F.S.M.E.A.H (2 weeks)	MEDICAL GENETICS Y.Ü.T.F+ Ü.E.A.H: (1 week)
24-28.03.2025							AREA ELECTIVE COURSE (1 week)
31.03-4.04.2025	RAMADAN HOLIDAY						
07-11.04.2025	RADIOLOGY Y.Ü.T.F. (2 weeks)	PSYCHIATRY Y.Ü.T.+Moodist (2 weeks)	NEUROLOGY Y.Ü.T.F. + F.S.M.E.A.H. (3 weeks)	OPHTHALMOLOGY Y.Ü.T.F. (3 weeks)	OTORHINO-LARYNGOLOGY Y.Ü.T.F. (3 weeks)	DERMATOLOGY Y.Ü.T.F. (3 weeks)	ORTHOPAEDICS & TRAUMATOLOGY Y.Ü.T.F. (3 weeks)
14-18-04.2025							
21-25.04.2025	NUCLEAR MEDICINE Y.Ü.T.F. (1 week)	CHILD PSYCHIATRY Y.Ü.T.F (1 week)					
28.04-02.05.2025	MEDICAL GENETICS Y.Ü.T.F+ Ü.E.A.H: (1 week)	ANESTHESIOLOGY Y.Ü.T.F. (2 weeks)	NEUROSURGERY Y.Ü.T.F. (2 weeks)	UROLOGY Y.Ü.T.F (2 weeks)	PEDIATRIC SURGERY Y.Ü.T.F + + Z.K..E.A.H (2 weeks)	INFECTIOUS DISEASES Y.Ü.T.F + Ü.E.A.H: (2 weeks)	PHYSICAL MEDICINE &REHABILITATION Y.Ü.T.F.+ F.S.M.E.A.H (2 weeks)
05-09.05.2025	AREA ELECTIVE COURSE . (1 week)						
12-16.05.2025	OTORHINO-LARYNGOLOGY Y.Ü.T.F. (3 weeks)	DERMATOLOGY Y.Ü.T.F. (3 weeks)	ORTHOPAEDICS & TRAUMATOLOGY Y.Ü.T.F. (3 weeks)	RADIOLOGY Y.Ü.T.F. (2 weeks)	PSYCHIATRY Y.Ü.T.+Moodist (2 weeks)	NEUROLOGY Y.Ü.T.F. + F.S.M.E.A.H. (3 weeks)	OPHTHALMOLOGY Y.Ü.T.F. (3 weeks)
20-23.05.2025							
26-30.05.2025				NUCLEAR MEDICINE Y.Ü.T.F. (1 week)	CHILD PSYCHIATRY Y.Ü.T.F (1 week)		

K.L.K.: Dr. Lütfi Kırdar Kartal Training and Research Hospital

F.S.M.E.A.H Fatih Sultan Mehmet Training and Research Hospital
H.N.H: Haydarpaşa Numune Training and Research Hospital
S.E.A.H: Sancaktepe Şehit Prof. Dr. İlhan Varank Training and Research Hospital
S.A.H. : Sultan Abdülhamid Han Training and Research Hospital
Ü.E.A.H: Ümraniye Training and Research Hospital
Z.K.E.A.H: Zeynep Kamil Training and Research Hospital

Moodist: Moodist Psikiyatri ve Nöroloji Hastanesi

AREA ELECTIVE COURSES:

- MED550 Radiation Oncology,
- MED551 Intensive Care,
- MED552 Surgcal Anatomy.
- MED 553 The Life Style Medicine,
- MED 554 Clinical Microbiology,
- MED 555 Clinical Immunology

31.03-04.04.2025 Ramadan Holiday
16-17-18-19.06.2025 make up exams

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 Clerkship Coordinators, 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 clerkship.
3. Students should attend the session.

Implementation of the Session:
In the first type, Phase Coordinator will present brief information on the following topics:
- Organizational Chart of Yeditepe University Faculty of Medicine Undergraduate Medical Education Program (YUFM/UG-ME), Work Descriptions and Introduction of Clerkships Members,
- Directives on YUFM/UG-ME,
- YUFM/UG-ME Program Outcomes
- Learning Objectives of the Phase
- Academic Program of the Phase
- Teaching and Learning Methods
- Learning Environments and Sources/Resources
- Attendance
- 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, Clerkship Coordinator will present brief information on the following topics:
- Learning Objectives of the Clerkship
- Academic Program of the Clerkship
- Teaching and Learning Methods
- Learning Environments and Sources/Resources, References
- Attendance
- Assessment Methods and Question Distribution Table
- Clerkship Score Calculation Method
- Pass/Fail Conditions
- Feedback of the Previous Year and Program Improvements
- Social Programs and Facilities

Clerkship Evaluation Session

Aim of the Session:

The aim of the session is to evaluate the clerkship educational program, with all its components, by the students and the clerkship coordinators. This session will contribute to the improvement of the educational program in general by giving the opportunity to identify the strengths of the clerkship 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 clerkship period face to face
- allow the students to review the clerkship exam questions together with faculty members.

Process:

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

Rules of the Clerkship Evaluation Session :

1. The **Clerkship Evaluation Session** will be held on the last day of each clerkship after the clerkship exam.
2. Students are required to attend the session.
3. The Clerkship coordinator will lead the session.
4. The faculty members who had contributed questions in the clerkship 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).

AIM AND LEARNING OBJECTIVES OF AREA ELECTIVE COURSES

Area elective courses aim to provide observation and experience in a specific field that corresponds to their career goals and interests.
The following courses (2 ECTS credits each) will be offered in Phase V. Each student has to choose one of these elective courses. The selection and enrollment procedure will be announced by the phase coordinator. You can reach more information about these courses from faculty web site.

Area Elective Courses:
Only one of the provided courses can be elected in the fifth educational year.
MED 550 Radiation Oncology
MED 551 Intensive Care
MED 552 Surgical Anatomy
MED 553 The Life Style Medicine
MED 554 Clinical Microbiology
MED 555 Clinical Immunology

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 PROCEDURES

Assessment approaches, assessment methods and assessment tools that used in Phase V Clerkship Programs are shown below table.

Assessment Approaches	Assessment Methods	Question Types / Assessment Tools
Knowledge-based Assessment	WE: Written Examination* (Pencil-Paper Tests)	MCQ: Multiple Choice Questions
		EMQ: Extended Matching Questions
		KF: Key Features
		EQ: Essay Questions
		MEQ: Modified Essay Questions
	OE: Oral Exam	
Competency–based Assessment	SOE: Structured Oral Exam	SOE Checklist
	OSCE: Objective Structured Clinical Examination	OSCE Checklist
	SP: Assessment with Simulated Patients	Evaluation Checklist
Performance–based Assessment	PE: Portfolio Evaluation	PE Checklist
	Logbook	
	DOPS: Direct Observation of Procedural Skills	DOPS Rating Scale
	Mini-CEX: Mini Clinical Evaluation Exercise	Mini-CEX Rating Scale
	Evaluation of Case Presentation	With/Without Checklist
	Evaluation of Student's Seminar	With/Without Checklist
	Evaluation of Preparation Skills of the Patient's File	With/Without Checklist
	Global Evaluation of Student's Performance	With/Without Checklist
	Evaluation of Student's Learning Projects	With Rating Scale

* WEs consists of 50-100 questions.

Detailed Assessment Tables are shown for each clerkship program in related pages of Academic Program Book.

Assessment details also will be announced and explained in the introductory sessions at the beginning of the clerkship.
You can see the grades and scores, limit of pass or fail in the table below.

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 courses and examinations and academic activities.
Grades and Letter grades are shown for MED coded courses of Phase V 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)
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.

RULES FOR CLINICAL COURSES ATTENDANCE of THE STUDENTS

Phase IV, V:

Clerkships (Clinical courses)

Students are required to attend the all theoretical and/or practical sessions such as laboratory work, discussions, seminars, area and clinical studies of courses for the term they are enrolled in. Students must attend the exams and academic studies deemed necessary by faculty members of clerkships.

A student who does not attend more than 20% of the theoretical and/or practical sessions with or without excuse, is not allowed to take either the clerkship exam or the clerkship incomplete exam and failed the clerkship. In this situation, the student has to repeat that clerkship.

Students are required to participate in all clinical studies. Students whose absentiesm does not exceed 20% of the clinical studies in clerkships notify their excuses to the Dean's Office with a petition, and whose excuses are accepted as valid by the authorized committees make the compensation as planned by the clerkship supervisor. Otherwise the student is not allowed to take either the clerkship exam or the clerkship incomplete exam and failed the clerkship. In this situation, the student has to repeat that clerkship.

For more information: https://yeditepe.edu.tr/sites/default/files/2023-02/yeditepe_university_faculty_of_medicine_training-instruction_and_examination_regulation.pdf

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.

EMQ are similar to multiple choice questions but with one key difference, that they test knowledge in a far more applied, in depth, sense. EMQ is based on a single theme, two or more questions and has a long option list.

KF questions are short clinical cases or scenarios which are followed by questions aimed at key features or essential decisions of the case. These involved either 1 or more very brief written answers, or 1 or more items selected from a long list.

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

MEQ is made up of one or more short answer questions. The student is provided with basic science or clinical information and then asked to write brief responses to one or more questions. When a series of questions is presented, additional information about the original problem can be provided at each subsequent step, guiding the students through an analytical process

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.

SOE, In structured oral examination as the question, answers and scores are noted by the examiners for each candidate.

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.

DOPS is designed specifically to assess practical skills in a workplace setting. A student is observed and scored via a checklist by an assessor while performing a routine practical procedures (i.e.microscopy).

Mini-CEX is a structured assessment of an observed clinical encounter. This "snapshot" is designed to help you provide feedback on skills essential to the provision of good clinical care.

Logbook is used simply as a means for students to document their activities.

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

YEDİTEPE UNIVERSITY FACULTY OF MEDICINE 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.

PROGRESS TEST

Progress test (PT) is used to assess students on topics from all medical disciplines. As an assessment tool in medical education, the PT offers some distinctive characteristics that set it apart from other types of assessment. It is administered to all students in the medical program at the same time and at regular intervals (usually twice a year) throughout the entire academic program. The test samples the complete knowledge domain expected that a student to have on graduation, regardless of which grade the student is at. The scores provide beginning-to-end and curriculum-independent assessments of the objectives for the entire medical program. The purpose of the PT as a formative or summative test is variably used across institutions.

In YUTF, PT is applied according to the following principles and rules.

Purpose

- In YUTF, PT is used for formative purposes.
- PT is conducted to allow students to see their progress in knowledge levels throughout their medical education.

Obligation

- PT is mandatory for all students.

Frequency and Timing

- PT is performed twice a year.
- Each student will have received a total of 12 PTs by the end of the Phase 6.
- In a year; the first PT is done in the middle and the second PT is done at the end of the term.
- PT dates are announced by the Phase Coordinator.

Implementation

- PT is performed online via EYS.

Content

- PT consists of 200 multiple choice questions.
- 100 of them are related to the preclinical period and the rest 100 are related to the clinical period.
- The ratio of the questions to be asked according to the disciplines is announced to the students before PT.
- All students from 1st to 6th Phase are to answer the same questions.

Feedback

- A report is sent to each student after each PT.
- The report includes how many questions the student answered correctly in each discipline and their progress against the previous PT.
- Students can also view their ranking within their class and within the entire school.

Benefits

- PT gives students the opportunity to see their progress throughout their medical education.
- PT provides opportunities for students to prepare for other exams (Committee, Clerkship, TUS, USMLE, etc.).
- As questions are often enhanced with a real life problem, PT contributes to students' problem-solving skills. This question type is preferred in TUS, especially USMLE and other similar exams.

*Participation in the Progress Test (PT) is compulsory. Students who do not complete the PT will not be eligible to progress to the next phase.

CLERKSHIP PROGRAMS

(38 WEEKS)

ORTHOPEDICS AND TRAUMATOLOGY (3 weeks)

PSYCHIATRY (2 weeks)

CHILD PSYCHIATRY (1 week)

NEUROSURGERY (2 weeks)

NEUROLOGY (3 weeks)

OPTHALMOLOGY (3 weeks)

OTORHINOLARYNGOLOGY (3 weeks)

DERMATOLOGY (3 weeks)

PHYSICAL MEDICINE AND REHABILITATION (2 weeks)

RADIOLOGY (2 weeks)

NUCLEAR MEDICINE (1 week)

AREA ELECTIVE COURSES (1 week)

- **INTENSIVE CARE**
- **SURGİCAL ANATOMY**
- **RADIATION ONCOLOGY**

ANESTHESIOLOGY AND REANIMATION (2 weeks)

UROLOGY (2 weeks)

INFECTIOUS DISEASES AND CLINICAL MICROBIOLOGY (2 weeks)

PEDIATRIC SURGERY (2 weeks)

MEDICAL GENETICS (1 week)

CLINICAL PHARMACOLOGY (1.5 week)

FORENSIC MEDICINE (1.5 week)

PHASE V ORIENTATION PROGRAM

The program is held online on the 29th of August 2024 (Friday) between 12:00 - 13:00 hours. Each student should attend the orientation program.

İlke Bahçeci Şimşek, MD Prof. (Coordinator)

Ece Genç, PhD Prof. (Co-coordinator)

Hatice Türe, MD Prof. (Co-coordinator)

Müzeyyen Doğan, MD Prof. (Co-coordinator)

Oğuzhan Zahmacıoğlu, MD Assoc Prof. (Co-coordinator)

Pınar Çıragil MD Prof. (Co-coordinator)

Özge Yabaş Kızıloğlu MD Assoc Prof. (Co-coordinator)

ORTHOPEDICS AND TRAUMATOLOGY TRAINING PROGRAM

(Lecture 3 weeks)

YEDİTEPE UNIVERSITY HOSPITAL

Head of the Department of Orthopedics and Traumatology: Gökhan Meriç, MD, Prof.

Hasan Bombacı, MD, Prof.
Gökhan Meriç, MD, Prof.
Budak Akman, MD, Prof.
Burak Çağrı Aksu, MD, Assist. Prof.
Ömer Yonga, MD. Spec.

CLERKSHIP	**ORTHOPEDICS and TRAUMATOLOGY** **Aim of this clerkship is to;**
AIM	1. **convey necessary knowledge on symptoms of congenital, acquired or traumatic clinical conditions related to musculoskeletal system,** 2. **equip students with knowledge, skills and attitudes required to detect clinical sings in clinical conditions related to musculoskeletal system,** 3. **equip students with knowledge, skills and attitudes required to employ diagnostic tools and treatment modalities in clinical conditions related to musculoskeletal system.**
LEARNING OBJECTIVES *At the end of this term, student should be able to:*	
KNOWLEDGE	1. **explain** anatomy and physiology of musculoskeletal system, besides pathology of clinical conditions related to musculoskeletal system
	2. **describe** diagnosis of traumatic, skeletal and soft tissue pathologies, and their management in emergency states
	3. ***describ*e** congenital pediatric orthopedic problems and general treatment strategies
	4. ***describe*** physiopathological causes of degenerative of the joints andd spine and optimal managements
	5. ***describ*e** degenerative spinal disorders, spine deformities and traumatic spine disorders
	6.***explai*n** diagnostic and therapeutic modalities in sports injury
	7. ***classify*** classification, diagnosis and treatment modalities in musculoskeletal
	8. ***explain*** ethiyopathogenesis of osteoporosis, and risc factors and treatment
SKILLS	9.***perform*** orthopedic examination of musculoskeletal system
	10. ***perform*** first aid, wound care, bandaging, and management of temporary fracture stabilization, in case of fracture
	11.***perform*** cast to the fractured extremity
ATTITUDES	12. ***be aware of*** importance of differentiation of musculoskeletal diseases and fractures,
	13. ***make*** guidance to patient about treatment,
	14. ***have*** good communication with patient and accompanying persons or care givers

NCC 2014 – Essential Medical Procedures (Orthopedics and Traumatology)	Performance Level
General and symptom-based history taking	3
General condition and vital signs assessment	3
Musculoskeletal system examination	3
Preparing patient file	3
Reading direct radiographs and assessment	3
Preparing and applying splints	3
Applying bandage and tourniquet	3
Incision and drainage of skin and soft tissue abscess	3
Appropriate patient transportation	3
Cervical collar application	3
Transportation of amputated limb after trauma	2
Superficial suturing and removal of sutures	3

ASSESSMENT TABLE

This table shows question types and assessment methods/tools used in training program.

Questions Types (Pencil-Paper Tests)	**Proportion (*in Pencil-Paper Tests)***
Multiple Choice Questions	80%
Extended Matching Questions	10%
Key Features	10%
Total	**100 %**
Other Assessment Methods and Tools	**Proportion (*in Other Assessments Methods and Tools)***
Oral Exam (OE)	50%
Mini Clinical Evaluation Exercise (Mini-CEX)	50%
Total	**100 %**
Pass/Fail Decision	**Proportion (*in Pass/Fail Decision)***
Pencil-Paper Tests	50%
Other Assessments Methods and Tools	50%
Total	**100 %**

ORTHOPEDICS AND TRAUMATOLOGY TRAINING PROGRAM
Theoretical Program

Week 1

	Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
9.00-9.50	Introductory Session Introduction to Orthopedics and Traumatology *Gökhan Meriç*	Case Presentation (Student) or Ward Round or Preop X-Ray Round	Case Presentation (Student) or Ward Round or Preop X-Ray Round	Case Presentation (Student) or Ward Round or Preop X-Ray Round	Case Presentation (Student) or Ward Round or Preop X-Ray Round
10:00-10:50	Clinical Experience (Outpatient/ Surgical)	Clinical Experience (Outpatient/ Surgical)	Clinical Experience (Outpatient/ Surgical)	Clinical Experience (Outpatient/ Surgical)	Clinical Experience (Outpatient/ Surgical)
11.00-11.50	**Lecture** Basic Principles of Fractures *Budak Akman*	**Lecture** Pelvic Fractures *Gökhan Meriç*	**Lecture** Congenital Anomalies of the Lower Extremity *Burak Çağrı Aksu*	**Lecture** Dislocations and Fractures of the Upper Extremity *Ömer Yonga*	**Lecture** Disorders of the Foot and Ankle in Adults *Burak Çağrı Aksu*
11.50-14.00	**Lunch**	**Lunch**	**Lunch**	**Lunch**	**Lunch**
14.00-14.50	**Lecture** Osteomyelitis *Budak Akman*	**Lecture** Shoulder and Elbow Disorders *Hasan Bombacı*	**Lecture** Pes Equinovarus *Burak Çağrı Aksu*	**Lecture** Septic Arthritis *Budak Akman*	**Lecture** Open Fractures *Gökhan Meriç*
15.00-15.50	Clinical Skills Learning (Examination of Knee)	Clinical Skills Learning (Examination of Hip)	Clinical Skills Learning (Examination of Shoulder)	Clinical Skills Learning (Examination of Ankle)	Clinical Skills Learning (Examination of Spine)
16.00-18.00	**Independent Learning**	**Independent Learning**	**Independent Learning**	**Independent Learning**	**Independent Learning**

Week 2

	Monday	Tuesday	Wednesday	Thursday	Friday
9.00-9.50	Case Presentation (Student) or Ward Round or Preop X-Ray Round	Case Presentation (Student) or Ward Round or Preop X-Ray Round	Case Presentation (Student) or Ward Round or Preop X-Ray Round	Case Presentation (Student) or Ward Round or Preop X-Ray Round	Case Presentation (Student) or Ward Round or Preop X-Ray Round
10:00-10:50	Clinical Experience (Outpatient/ Surgical)	Clinical Experience (Outpatient/ Surgical)	Clinical Experience (Outpatient/ Surgical)	Clinical Experience (Outpatient/ Surgical)	Clinical Experience (Outpatient/ Surgical)
11.00-11.50	**Lecture** Developmental Dysplasia of the Hip *Hasan Bombacı*	**Lecture** Osteoarthritis, *Burak Çağrı Aksu*	**Lecture** Shoulder Disorders *Hasan Bombacı*	**Lecture** Arthroscopy, Cartilage Biology and Injuries *Hasan Bombacı*	**Lecture** Hand Surgery *Gökhan Meriç*
11.50-14.00	**Lunch**	**Lunch**	**Lunch**	**Lunch**	**Lunch**
14.00-14.50	**Lecture** Osteoporosis, Avascular Necrosis of the Bone *Ömer Yonga*	**Lecture** Perthes Disease, *Ömer Yonga*	**Lecture** Knee Problems in Sports Medicine *Hasan Bombacı*	**Lecture** Cerebral Palsy *Burak Çağrı Aksu*	**Lecture** Dislocations and Fractures of the Lower Extremity, *Hasan Bombacı*
15.00-15.50	Clinical Skills Learning (Gait Evaluation)	Clinical Skills Learning (Pediatric Examination)	Clinical Skills Learning (Wound Management)	Clinical Skills Learning (Management After Sports Injury)	Clinical Skills Learning (Examination of Cerebral Palsy)
16.00-18.00	**Independent Learning**	**Independent Learning**	**Independent Learning**	**Independent Learning**	**Independent Learning**

Week 3

	Monday	Tuesday	Wednesday	Thursday	Friday
9.00-9.50	Case Presentation (Student) or Ward Round or Preop X-Ray Round	Case Presentation (Student) or Ward Round or Preop X-Ray Round	Case Presentation (Student) or Ward Round or Preop X-Ray Round	Case Presentation (Student) or Ward Round or Preop X-Ray Round	**Assessment Session**
10:00-10:50	Clinical Experience (Outpatient/ Surgical)	Clinical Experience (Outpatient/ Surgical)	Clinical Experience (Outpatient/ Surgical)	Clinical Experience (Outpatient/ Surgical)	
11.00-11.50	**Lecture** Benign Tumors of the Bone *Ömer Yonga*	**Lecture** Spinal Trauma and Fractures *Burak Çağrı Aksu*	**Lecture** Elbow Disorders *Burak Çağrı Aksu*	**Lecture** Arthroplasty *Burak Çağrı Aksu*	
11.50-14.00	**Lunch**	**Lunch**	**Lunch**	**Lunch**	**Lunch**
14.00-14.50	**Lecture** Malignant Tumors of the Bone *Ömer Yonga*	**Lecture** Pediatric Fractures. *Ömer Yonga*	**Lecture** Fracture Healing *Budak Akman*	**Lecture** Scoliosis *Gökhan Meriç*	Program evaluation Session Review of the Exam Questions, Evaluation of the Program *Gökhan Meriç*
15.00-15.50	Clinical Skills Learning (Cast Aplication)	Clinical Skills Learning (Hand Examination)	Clinical Skills Learning (Pediatric Hip Examination)	Clinical Skills Learning (Management After Trauma)	
16.00-18.00	**Independent Learning**	**Independent Learning**	**Independent Learning**	**Independent Learning**	

PSYCHIATRY TRAINING PROGRAM

YEDİTEPE UNIVERSITY HOSPITAL (2 weeks)

Head of the Department of Psychiatry: Okan Taycan, MD Prof.

Naz Berfu Akbaş, MD Assoc. Prof.
Hakan Atalay, MD Assoc.Prof.

CLERKSHIP	**PSYCHIATRY** *Aim of this clerkship is to*;
AIM	1. ***convey*** necessary knowledge on psychiatric disorders, diagnosis and differential diagnosis, 2. ***equip*** students ***with*** knowledge, skills and attitudes required to start treatment of diseases, 3. ***equip*** students ***with*** knowledge, skills and attitudes required to perform follow- up in primary health care services, 4. ***equip*** students ***with*** knowledge, skills and attitudes required to inform patient and their relatives about disorder,
LEARNING OBJECTIVES *At the end of this term, student should be able to:*	
KNOWLEDGE	1. ***describe*** organic, physiological, and psychological causes of depression
	2. ***describe*** organic, physiological, and psychological factors related with bipolar and somatoform disorder
	3. ***discuss*** schizophrenic spectrum disorders
	4. ***describe*** trauma related disorder
	5. ***explain*** eating disorders
	6. ***explain*** drug addiction
	7. ***outline*** anxiety disorders
SKILLS	8. **assess** mental status, take psychiatric history
	9. ***perform*** psychiatric examination
ATTITUDES	10. ***assume*** neutral, extra-judicial and indiscriminate approaches to patient
	11. ***value*** privacy of patients,
	12. ***give*** patients confidence
	13. ***maintain*** empathy and effective communication with patient and accompanying persons or care givers

NCC 2014 – Essential Medical Procedures (Psychiatry)	Performance Level
General and symptom-based patient interview	3
Assessing mental status	3
Psychiatric history taking	3
Consciousness assessment and mood state examination	3
General condition and vital signs assessment	3
Preparing forensic report	2
Obtaining informed consent	3
Preparing epicrisis	2
Preparing patient file	2
Referring patient appropriately	2
Preparing medical reports and notice	2
Writing prescription	2
Preparing treatment refusal form	2
Filling laboratory recuse form	3
Interpretation of screening and diagnostic examination results	2
Stabilization of psychiatric emergency patient	2
Assessing suicidal risk	2
Suicide intervention	2
Minimental state examination	2
Defining concent capacity	2

ASSESSMENT TABLE

This table shows question types and assessment methods/tools used in training program.

Questions Types (Pencil-Paper Tests)	**Proportion (*in Pencil-Paper Tests)***
Multiple Choice Questions	85%
Extended Matching Questions	5%
Essay Questions	5%
Short Response Essay Questions	5%
Total	**100%**
Other Assessment Methods and Tools	**Proportion (*in Pass/Fail Decision)***
Evaluation of Student's Seminar (With Checklist)	45%
Global Evaluation of Student's Performance (With Checklist)	10%
Total	**55 %**
Pass/Fail Decision	**Proportion (*in Pass/Fail Decision)***
Pencil-Paper Tests	45%
Other Assessments Methods and Tools	55%
Total	**100 %**

Week 1

	Monday	Tuesday	Wednesday	Thursday	Friday
09:00-11:00	**Lecture** Introductory Session (Introduction to Psychiatry) *Okan Taycan*	**Lecture** Obsessive Compulsive Disorder *Naz B. Akbaş*	**Lecture** Psychiatric Assessment of a Patient Signs and Symptoms in Psychiatry *Hakan Atalay* Serhat Tunç	**Lecture** Somatic Symptom Disorders Eating Disorders *Naz B. Akbaş*	**Independent Learning**
11:00-12:00	**Lecture** Schizophrenia and Other Psychoses *Okan Taycan*	**Lecture** Delirium and Other Cognitive Disorders *Naz B. Akbaş*	**Lecture** Bipolar Disorders Major Depressive Disorder *Hakan Atalay*	**Lecture** Substance Related Disorders *Naz B. Akbaş*	**Independent Learning**
12:00-13:00	**Lunch**	**Lunch**	**Lunch**	**Lunch**	**Lunch**
13:00-14:30	**Lecture** Personality Disorders *Okan TaycanOkan Taycan*	Psychiatry Dep. Journal Club *Hakan Atalay*	**Lecture** Anxiety Disorders *Hakan Atalay*	**Independent Learning** *Hakan Atalay*	**Independent Learning** *Naz B. Akbaş*
14:45-16:15	**Lecture** Trauma and related disorders Dissociative Disorders *Okan TaycanOkan Taycan*	**Independent Learning** *Okan Taycan*	**Lecture** Psychiatric Emergencies & Suicide *Hakan Atalay*	**Independent Learning**	**Independent Learning** *Naz B. Akbaş*
16:30-17:30	**Independent Learning**	**Independent Learning**	**Independent Learning**	**Independent Learning**	**Independent Learning**

Week 2

	Monday	Tuesday	Wednesday	Thursday	Friday
09:00-10:30	Clinical Experience (Outpatient)	Clinical Experience (Outpatient)	Clinical Experience (Outpatient)	Clinical Experience (Outpatient)	**Assessment Session**
10:4S-12:00	Clinical Experience (Outpatient)	Clinical Experience (Outpatient)	Clinical Experience (Outpatient)	Clinical Experience (Outpatient)	
12:00-13:00	**Lunch**	**Lunch**	**Lunch**	**Lunch**	**Lunch**
13:00-14:30	Clinical Experience (Outpatient)	Clinical Experience (Outpatient)	Clinical Experience (Outpatient)	Clinical Experience (Outpatient	Program Evaluation Session Review of the Exam Questions, Evaluation of the Program *Naz B. Akbaş* *Okan Taycan* *Hakan Atalay*
14:30-16:00	Clinical Experience (Outpatient)	Clinical Experience (Outpatient)	Clinical Experience (Outpatient)	Clinical Experience (Outpatient	
16:30-17:30	**Independent Learning**	**Independent Learning**	**Independent Learning**	**Independent Learning**	

CHILD AND ADOLESCENT PSYCHIATRY TRAINING PROGRAM

(1 week)

YEDİTEPE UNIVERSITY HOSPITAL

Oğuzhan Zahmacıoğlu, MD. Assoc Prof.

CLERKSHIP	**CHILD AND ADOLESCENT PSYCHIATRY** *Aim of this clerkship is to*;
AIM	1. ***convey*** necessary knowledge on psychiatric disorders, diagnosis and differential diagnosis, 2. ***equip*** students ***with*** knowledge, skills and attitudes required to start treatment of diseases, 3. ***equip*** students ***with*** knowledge, skills and attitudes required to perform follow-up in primary health care services, 4. ***equip*** students ***with*** knowledge, skills and attitudes required to inform patient and their relatives about disorder, 5. ***equip*** students ***with*** knowledge, skills and attitudes required to direct patient to specialist when necessary.
LEARNING OBJECTIVES *At the end of this term, student should be able to:*	
KNOWLEDGE	1. ***describe*** depression, anxiety, autism, intellectual disability, tic disorders, dyslexia, conduct disorder
	2. ***describe*** organic, physiological and psychological factors related with ADHD
	3. ***describe*** developmental theories of childhood and adolescence
SKILLS	4. ***assess*** mental status
	5. ***take*** psychiatric history
	6. ***make*** psychiatric examination
	7. ***make*** neutral, extra-judicial and indiscriminate approaches to patient
	8. ***give*** patients confidence
	9. ***maintain*** empathy and effective communication with patient and
ATTITUDES	10. ***distinguish*** symptoms and signs of psychiatric conditions
	11. ***diagnose*** psychiatric conditions
	12. ***do*** preliminary interventions
	13. ***make*** stabilization of psychiatric emergency cases in emergency conditions like suicide, conversion disorder, manic episode, substance-related emergencies

Week 1

	Monday	Tuesday	Wednesday	Thursday	Friday
09.00- 09.50	**Lecture** Introduction to Child and Adolescent Psychiatry *Oğuzhan Zahmacıoğlu*	**Lecture** Normal Development In Adolescence *Oğuzhan Zahmacıoğlu*	**Lecture** Anxiety Disorders *Oğuzhan Zahmacıoğlu*	**Lecture** Child Abuse and Neglect *Oğuzhan Zahmacıoğlu*	**Assessment Session**
10.00- 10.50	**Lecture** Assessing Families *Oğuzhan Zahmacıoğlu*	**Lecture** Attention Deficit Hyperactivity Disorder *Oğuzhan Zahmacıoğlu*	**Lecture** Autism Spectrum Disorders *Oğuzhan Zahmacıoğlu*	**Lecture** Pharmacologic Treatments *Oğuzhan Zahmacıoğlu*	
11.00-11.50	**Lecture** Understanding Normal and Deviant Mental Development *Oğuzhan Zahmacıoğlu*	**Lecture** Mood Disorders in Childhood and Adolescence *Oğuzhan Zahmacıoğlu*	**Lecture** Intellectual Disability *Oğuzhan Zahmacıoğlu*	**Lecture** Psychotherapies *Oğuzhan Zahmacıoğlu*	
12.00- 12.50	**Lunch**	**Lunch**	**Lunch**	**Lunch**	**Lunch**
13.00- 13.50	Clinical Experience (Outpatient) *Oğuzhan Zahmacıoğlu*	Clinical Experience (Outpatient) *Oğuzhan Zahmacıoğlu*	Clinical Experience (Outpatient) *Oğuzhan Zahmacıoğlu*	Clinical Experience (Outpatient) *Oğuzhan Zahmacıoğlu*	Program Evaluation Session Review of the Exam Questions, Evaluation of the Program *Oğuzhan Zahmacıoğlu*
14.00- 14.50					
15.00- 15.50					
16.00- 16.50	**Independent Learning**	**Independent Learning**	**Independent Learning**	**Independent Learning**	
17.00-17.50					

NEUROSURGERY TRAINING PROGRAM

(2 weeks)
YEDİTEPE UNIVERSITY HOSPITAL

Head of the Department of Neurosurgery: M. Gazi Yaşargil, MD Prof.
Uğur Türe, MD Prof.
Ahmet Hilmi Kaya, MD Prof.
Aikaterini Panteli, MD Assist. Prof.

CLERKSHIP	**NEUROSURGERY** *Aim of this clerkship is to*;
AIM	***1. convey*** necessary knowledge on common neurosurgical diseases including pathology, symptomatology and clinical findings of neurosurgical diseases required to organize early treatment and referral of patients to appropriate center upon indication
LEARNING OBJECTIVES	*At the end of this term, student should be able to:*
KNOWLEDGE	1. ***recognize*** general clinical presentation in neurosurgical patients
	2. ***describe*** neurosurgical emergencies (head and spinal trauma, intracerebral hemorrhage and peripheral nerve injuries)
	3. ***describe*** intracranial hypertension and brain herniation syndromes, recognize skull base fractures and cerebrospinal fluid fistulas
	4. ***describe*** clinical findings in common brain tumors to refer patients to appropriate centers
	5. ***describe*** spinal trauma and spinal cord injury in early period and transfer of patient to appropriate center based on knowledge of immobilization status
	6. ***describe*** non-traumatic neck, dorsal and low back pain
	7. ***describe*** differential diagnosis of metastatic spinal tumors and primary spinal tumors with other spinal disorders
	8. ***describe*** peripheral nerve compression syndromes and nerve injuries
	9. ***describe*** hydrocephalus, craniosynostosis and spinal dysraphism
	10. ***describe*** infections meningitis, brain abscess,tuberculosis,brucellosis
	11. ***describe*** management of plegic patients to prevent bedsores, encourage
SKILLS	13. ***perform*** patient history taking
	14. ***perform*** neurological examination in neurosurgical patients
	15. ***perform*** resuscitation, intravenous catheter placement, wound cleaning and closure in neurosurgical emergencies
	16. ***perform*** immobilization,applycorsetinspinaltraumaandknowshowto
	17. ***perform*** initial treatment of increased intracranial pressure
	18. ***perform*** initial treatment of neurogenic, spinal and hemorrhagic shock
	19. ***perform*** wound cleaning in meningomyelocele for protection of sac
	20. ***perform*** advices for protective precautions in degenerative spinal diseases
ATTITUDES	21. ***be alert to*** importance of early treatment in neurosurgical emergencies and referral of patients to appropriate center when
	22. ***be alert to*** protective precautions in neurosurgical patients in addition to referral

NCC 2014 - Essential Medical Procedures (Neurosurgery)	Performance Level
General and symptom-based history taking	3
Mental status evaluation	3
Consciousness assessment and psychiatric examination	3
Musculoskeletal system examination	3
Neurological examination	3
Preparing patient file	3
Ability to prescription	3
Glascow-coma-scale assessment	3
Appropriate patient transportation	3
Giving patient recovery position	3
Performing lomber puncture	1
Minimental status examination	1
Cervical collar application	3
Superficial suturing and removal of sutures	1

ASSESSMENT TABLE

This table shows question types and assessment methods/tools used in training program.

Questions Types (Pencil-Paper Tests)	**Proportion (*in Pencil-Paper Tests)***
Multiple Choice Questions	60%
Extended Matching Questions	20%
Key Features	20%
Total	**100 %**
Other Assessment Methods and Tools	**Proportion (*in Other Assessments Methods and Tools)***
Oral Exam (OE)	80%
Evaluation of Case Presentation	10%
Evaluation of Student's Seminar	10%
Total	**100 %**
Pass/Fail Decision	**Proportion (*in Pass/Fail Decision)***
Pencil-Paper Tests	60%
Other Assessments Methods and Tools	40%
Total	**100 %**

Week 1

	Monday	Tuesday	Wednesday	Thursday	Friday
09.00- 09.50	Grand rounds	Grand rounds	Grand rounds	Grand rounds	Grand rounds
10.00- 10.50	**Lecture** Neuroanatomy Review *Aikaterini Panteli*	**Lecture** Head Trauma *Aikaterini Panteli*	**Lecture** Degenerative Spinal Disease 1 *Ahmet Hilmi Kaya*	**Lecture** Intracranial Tumors 1 *Uğur Türe*	**Lecture** Vascular Neurosurgery 1 *Uğur Türe*
11.00- 11.50	**Lecture** Neuroanatomy Review *Aikaterini Panteli*	**Lecture** Spinal Trauma *Aikaterini Panteli*	**Lecture** Degenerative Spinal Disease 2 *Ahmet Hilmi Kaya*	**Lecture** Intracranial Tumors 2 *Uğur Türe*	**Lecture** Vascular Neurosurgery 2 *Uğur Türe*
12.00 - 13.00	**Lunch**	**Lunch**	**Lunch**	**Lunch**	**Lunch**
13.00- 13.50	**Lecture** Neurological examination of the neurosurgical patient *Aikaterini Panteli*	**Lecture** Intracranial hypertension *Ahmet Hilmi Kaya*	**Lecture** Spinal Tumors *Ahmet Hilmi Kaya*	**Lecture** Spinal Stenosis *Ahmet Hilmi Kaya*	**Lecture** Pediatric Neurosurgery *Aikaterini Panteli*
14.00 – 14.50	**Lecture** Neurological examination of the neurosurgical patient *Aikaterini Panteli*	**Lecture** Hydrocephalus *Ahmet Hilmi Kaya*	**Lecture** Spinal Tumors *Ahmet Hilmi Kaya*	**Lecture** Spondylolisthesis *Ahmet Hilmi Kaya*	**Lecture** Pediatric Neurosurgery *Aikaterini Panteli*
15.00- 15.50	**Outpatient clinic**	**Outpatient clinic**	**Outpatient clinic**	**Outpatient clinic**	**Outpatient clinic**
16.00-16.50					
17.00- 17.50	**Independent Learning**	**Independent Learning**	**Independent Learning**	**Independent Learning**	**Independent Learning**

Week 2

<table>
<tr><td rowspan="2">09.00- 09.50</td><td>Monday</td><td>Tuesday</td><td>Wednesday</td><td>Thursday</td><td>Friday</td></tr>
<tr><td>Grand rounds</td><td>Grand rounds</td><td>Grand rounds</td><td>Grand rounds</td><td>Assessment Session</td></tr>
<tr><td>10.00- 10.50</td><td rowspan="2">Operation theatre</td><td rowspan="2">Operation theatre</td><td rowspan="2">Operation theatre</td><td rowspan="2">Operation theatre</td><td rowspan="2">Program Evaluation Session
Review of the Exam Questions
Evaluation of the Program
Uğur Türe
Ahmet Hilmi Kaya</td></tr>
<tr><td>11.00- 11.50</td></tr>
<tr><td>12.00- 13.00</td><td>Lunch</td><td>Lunch</td><td>Lunch</td><td>Lunch</td><td>Lunch</td></tr>
<tr><td>13.00- 13.50</td><td>Lecture
Infections in Neurosurgery
Aikaterini Panteli</td><td>Lecture
Functional neurosurgery
Ahmet Hilmi Kaya</td><td>Lecture
Nerve Entrapment Syndromes
Aikaterini Panteli</td><td rowspan="2">Outpatient clinic</td><td rowspan="4">Independent Learning</td></tr>
<tr><td>14.00- 14.50</td><td rowspan="2">Student seminar</td><td rowspan="2">Student seminar</td><td rowspan="2">Student seminar</td></tr>
<tr><td>15.00- 15.50</td><td rowspan="3">Independent Learning</td></tr>
<tr><td>16.0- 16.50</td><td rowspan="2">Independent Learning</td><td rowspan="2">Independent Learning</td><td rowspan="2">Independent Learning</td></tr>
<tr><td>17.00 – 17.50</td></tr>
</table>

NEUROLOGY TRAINING PROGRAM

(3 weeks)

YEDİTEPE UNIVERSITY HOSPITAL

Head of the Department of Neurology: Berrin Aktekin, MD Prof.
Rana Karabudak, MD Prof.
Halide Rengin Bilgen Akdeniz, MD Assist. Prof.
Yüksel Dede, MD

&

FATİH SULTAN MEHMET TRAINING AND RESEARCH HOSPITAL

Chief of Neurology Department: Eren Gözke, MD Assoc. Prof.
Pelin Doğan Ak, MD
Burcu Bulut Okay, MD
Işıl Kalyoncu Aslan, MD
Leyla Ramazanoğlu, MD

CLERKSHIP	**NEUROLOGY** *Aim of this clerkship is to*;
AIM	1. ***to convey*** necessary knowledge on pathology, symptomatology, clinics and pharmacology of neurologyc diseases, 2. ***to equip with*** skills and attitudes required for an appropriate approach to management of neurologıc patients
LEARNING OBJECTIVES *At the end of this term, student should be able to:*	
KNOWLEDGE	1. ***describe*** anatomy of the cranial nerves and symptomes of cranial nerve pareis
	2. ***classify*** neurolgical motor and sensory system examination
	3. ***describe*** physiologies and pathologies of the consciousness (coma state), explain mechanisms of coma occurrence,neurologyc examination of coma patient, diagnostic methods of coma, and treatment options of unconscious patient
	4. ***state*** signs and symptoms of spinal cord diseases including parial or complete spinal cord involvement, neurological symptomes and diagnostic options
	5. ***explain*** pathophysiology, diagnostic and treatment methods and pharmacology of basal ganglia and extrapyramidal disorders
	6. ***classify*** headaches and with respect to affected anatomical sites, signs and symptoms and describe different treatment options
	7. ***describe*** mechanisms of sleep disorders, signs and symptoms, methods of examination ,and treatment options of sleep disorders
	8. ***explain*** pathophysiology, signs and symptoms, and different treatment methods of CNS infections
	9. ***describe*** signs, symptoms and examination methods of Dementia, interpret relationship with neurological diseases and anatomical locations of lesions.
	10. ***explain*** signs, symptoms and examination methods of Demyelinating diseases and classify the treatment options
	11. ***describe*** signs, symptoms, examination methods recognize differentia diagnosis and classify the treatment options of epilepsy

	12. ***describe*** signs, symptoms, examination methods of cerebrovascular disease and emergency, recognize differential diagnosis and classify treatment options depending on the urgency
	13. ***interpret*** cerebellar diseases
	14. ***outline*** methods of examination in neuro-muscular disorder
SKILLS	15. ***measure*** five primary deep tendon reflexes, explain corresponding root and muscle
	16. **measure** the pupillary size and assess the direct, consensual pupillary reaction and relative afferent pupillary defect (RAPD)
	17. ***examine*** cerebellar system
	18. ***perform*** Motor strength of upper and lover extremities, explain assesment of muscle power scale
	19. ***perform*** the examination of the Vestibulo-Cochlear system
	20. ***perform*** the examination of sensory system
	21. ***perform*** Romberg test
	22. ***implement*** copious irrigation of eyes, fornices as an emergent treatment in case of chemical burns
ATTITUDES	23. ***value*** impact of neurologyc diseases on personal health
	24. ***judge*** the importance of emergeny cases and to refer the cases in appropriate condition
	25. ***be alert to*** neurologic problems of systemic diseases
	26. ***demostrate*** professional behaviour in relations with patients, families and healthcare staff

NCC 2014 - Essential Medical Procedures (Neurology)	**Performance Level**
Mental status evaluation	3
Consciousness assessment and psychiatric examination	3
Eye, fundus examination	3
Neurological examination	4
Performing lomber puncture	2
Minimental status examination	3

ASSESSMENT TABLE

This table shows question types and assessment methods/tools used in training program.

Questions Types (Pencil-Paper Tests)	**Proportion (*in Pencil-Paper Tests)***
Multiple Choice Questions	50%
Extended Matching Questions	20%
Key Features	15%
Essay Questions	15%
Total	**100 %**
Other Assessment Methods and Tools	**Proportion (*in Pass/Fail Decision)***
Oral Exam (OE)	30%
Direct Observation of Procedural Skills (DOPS)	2,5%
Evaluation of Case Presentation	2,5%
Evaluation of Preparation Skills of Patient's File	2,5%
Global Evaluation of Student's Performance	2,5%
Total	**40 %**
Pass/Fail Decision	**Proportion (*in Pass/Fail Decision)***
Pencil-Paper Tests	60%
Other Assessments Methods and Tools	40%
Total	**100 %**

Week 1

	Monday	Tuesday	Wednesday	Thursday	Friday
09.00- 10.30	**Journal Club**	**Introductory Session** (Introduction to Neurology)	**Clinical Experience (Outpatient)**	**Clinical Experience** *Rana Karabudak*	**Case Studies**
10.30- 11.20	**Lecture** Semiology *Pelin Doğan Ak*	**Lecture** Medula Spinalis disorders *Berrin Aktekin*	**Clinical Experience (Neurology Policlinic)**	**Lecture** Basics of Neuroimmunology *Rana Karabudak*	**Clinical Experience (Outpatient)**
11.30- 12.00	**Lecture** Coma *Leyla Ramazanoğlu*	**Lecture** Epilepsy *Berrin Aktekin*	**Lecture** CNS infections *Yüksel Dede*	**Lecture** Demyelinating Disorders I *Rana Karabudak*	**Student Group Study**
12.00- 12.50	**Lunch**	**Lunch**	**Lunch**	**Lunch**	**Lunch**
13.00- 13.50	**Lecture** Sleep Disorders *H. Rengin Bilgen Akdeniz*	**Lecture** Epilepsy *Berrin Aktekin*	**Lecture** Dementia *Yüksel Dede*	**Lecture** Demyelinating Disorders II *Rana Karabudak*	**Lecture** Cerebrovascular Disorders *Işıl Kalyoncu Aslan*
14.00- 14.50	**Lecture** Peripheral Nerve Disorders *Eren Gözke*	**Lecture** EEG *Berrin Aktekin*	**Lecture** Extrapyramidal Disorders *Yüksel Dede*	**Lecture** Neuromuscular Junction Disorders *Rana Karabudak*	**Lecture** Motor neuron disorders *Burcu Bulut Okay*
15.00- 15.50		**Clinical Experience (Neurology polyclinc)**			**Lecture** Haedaches *H. Rengin Bilgen Akdeniz*

Week 2

	Monday	Tuesday	Wednesday	Thursday	Friday
09.00- 09.50	Journal Club	Clinical Experience (Outpatient)	Clinical Experience (Outpatient)	Clinical Experience (Outpatient)	Case Studies
10.00- 10.50					
11.00-11.20					
11.30- 12.00	Student Group Study	Student Group Study	Student Group Study	Student Group Study	Student Group Study
12.00- 12.50	Lunch	Lunch	Lunch	Lunch	Lunch
13.00- 13.50	*Clinical Experience (Outpatient)*	*Clinical Experience (Outpatient)*	*Clinical Experience (Outpatient)*	*Clinical Experience (Outpatient)*	*Clinical Experience (Outpatient)*
14.00- 14.50	*Clinical Experience (Outpatient)*	*Clinical Experience (Outpatient)*	Clinical Experience (Outpatient)	*Clinical Experience (Outpatient)*	Clinical Experience (Outpatient)
15.00- 15.50	Clinical Experience (Outpatient)	Clinical Experience (Outpatient)		Clinical Experience (Outpatient)	
16.00- 16.50	Independent Learning	Independent Learning	Independent Learning	Independent Learning	Independent Learning
17.00-17.50					

Week 3

<table>
<tr><th></th><th>Monday</th><th>Tuesday</th><th>Wednesday</th><th>Thursday</th><th>Friday</th></tr>
<tr><td>09.00- 09.S0</td><td rowspan="3">Journal Club</td><td rowspan="3">Clinical Experience
(Outpatient)</td><td rowspan="4">Clinical Experience
(Outpatient)
Neurologic Exam
And
Semiology</td><td rowspan="3">Clinical Experience
(Outpatient)</td><td>Independent Learning</td></tr>
<tr><td>10.00- 10.S0</td><td rowspan="2">Assessment Session Oral Exam</td></tr>
<tr><td>11.00-11.20</td></tr>
<tr><td>11.30- 12.00</td><td>Student Group Study</td><td>Student Group Study</td><td>Student Group Study</td></tr>
<tr><td>12.00- 12.50</td><td>Clinical Experience (Outpatient)</td><td>Clinical Experience
(Outpatient)</td><td>Clinical Experience
(Outpatient)</td><td>Lunch</td></tr>
<tr><td>13.00- 13.50</td><td>Lunch</td><td>Lunch</td><td>Lunch</td><td>Lunch</td><td rowspan="2">Assessment Session
Writen Exam</td></tr>
<tr><td>14.00- 14.S0</td><td>Clinical Experience
H. Rengin Bilgen Akdeniz</td><td>Clinical Experience
Y. Dede</td><td>Clinical Experience
B. Aktekin</td><td rowspan="2">Clinical Experience
(Outpatient)</td></tr>
<tr><td>15.00- 15.50</td><td>Clinical Experience (Outpatient)</td><td>Clinical Experience
(Outpatient)</td><td>Clinical Experience
(Outpatient)</td><td rowspan="3">Program Evaluation Session
Review of the Exam Questions, Evaluation of the Program (Neurologist in charge)</td></tr>
<tr><td>16.00- 16.50</td><td rowspan="2">Independent Learning</td><td rowspan="2">Independent Learning</td><td rowspan="2">Independent Learning</td><td rowspan="2">Independent Learning</td></tr>
<tr><td>17.00-17.50</td></tr>
</table>

OPHTHALMOLOGY TRAINING PROGRAM

YEDİTEPE UNIVERSITY EYE CENTER

Head of the Department of Ophthalmology: Sinan Tatlıpınar, MD Prof.
Raciha Beril Küçümen, MD Prof.
İlke Bahçeci Şimşek, MD Prof.
Özge Yabaş Kızıloğlu MD Assoc. Prof.
Vildan Öztürk, MD Assist. Prof.
Alp Kayıran, MD Assist. Prof.

CLERKSHIP	**OPHTALMOLOGY** *Aim of this clerkship is to*;
AIM	**1. to convey** necessary knowledge on pathology, symptomatology, clinics and pharmacology of eye diseases, to equip with skills and attitudes required for an appropriate approach to management of eye patients
At the end of this term, student should be able to:	
KNOWLEDGE	*1.* ***Describe*** anatomy of eye and appendaxes and orbit,
	2. ***Classify*** refractive errors and different methods of treatment
	3. ***Describe*** physiologies and pathologies of the cornea, conjunctiva, lacrimal system, eyelids and the orbit, ***explain*** mechanisms of occurrence, signs and symptoms, methods of examination and ancillary tests, and treatment options of these pathologies.
	4. ***State*** signs and symptoms of different lenticular diseases including cataracts, indications and methods of surgical treatments.
	5. ***Explain*** pathophysiology, diagnostic and treatment methods and pharmacology of various glaucoma types.
	6. ***Classify*** uveitic syndromes with respect to affected anatomical sites, signs and symptoms and ***describe*** different treatment options
	7. ***Describe*** mechanisms of occurrence, signs and symptoms, methods of examination and ancillary tests, and treatment options of vascular and age related diseases of retina,
	8. ***Explain*** pathophysiology, risk factors, signs and symptoms, preventive measures and different treatment methods of retinal detachment,
	9. ***Describe*** signs, symptoms and examination methods of neuroophthalmological diseases, interpret relationship with neurological diseases and anatomical locations of lesions.
	10. ***Explain*** signs, symptoms and examination methods of pediatric ophthalmological diseases and strabismus types and classify the treatment options.
	11. ***Describe*** signs, symptoms, examination methods recognize differential diagnosis and classify the treatment options of red eye diseases.
	12. ***Describe*** signs, symptoms, examination methods of eye trauma and emergency, recognize differential diagnosis and classify treatment options depending on the urgency.

	13. ***Interpret*** ocular manifestations of systemic diseases.
	14. ***Outlines*** methods of examination in ophthalmology.
SKILLS	1. ***Measure*** and record far and near visual acuity in adults and children 2. ***Measure*** the pupillary size and assess the direct, consensual pupillary reaction and relative afferent pupillary defect (RAPD). 3. ***Examine*** ocular motility in the six primary directions. 4. ***Perform*** direct ophthalmoscopy and document the appearance of retinal arterioles, venules, optic nerve head and macula. 5. ***Perform*** putting in eye drops either for treatment or for pharmacologically dilating the pupils in order to facilitate the examination of the fundus. 6. ***Perform*** the technique for determination of confrontation of visual field. 7. ***Examine*** the tarsal conjunctiva by everting the upper lid. 8. ***Implement*** copious irrigation of eyes, fornices as an emergent treatment in case of chemical burns.
ATTITUDES	1. ***Value*** impact of eyes diseases on personal health, 2. ***Judge*** the importance of emergeny cases and to refer the cases in appropriate condition. 3. ***Be alert*** to eye problems of systemic diseases. 4. ***Demostrate*** professional behaviour in relations with patients, families and healthcare staff

ASSESSMENT TABLE

This table shows question types and assessment methods/tools used in training program.

Questions Types (Pencil-PaperTests)	**Proportion (*in Pencil-Paper Tests)***
Multiple Choice Questions	80%
Extended Matching Questions	10%
Key Feature Questions	10%
Total	**100 %**
Other Assessment Methods and Tools	**Proportion (*in Pass/Fail Decision)***
Structured Oral Exam (SOE)	35%
Objective Structured Clinical Exam (OSCE)	10%
Case Based Learning (CBL quiz)	5%
Total	**50 %**
Pass/Fail Decision	**Proportion**
Pencil-Paper Tests	50%
Other Assessments Methods and Tools	50%

NCC 2014 - Essential Medical Procedures (Ophthalmology)	**Performance Level**
Eye, fundus examination	3

Week 1

	Monday	Tuesday	Wednesday	Thursday	Friday
09.00- 09.50	Introductory Session (Introduction to Ophthalmology)*,**,**	Clinical Experience1 (Outpatient)	Clinical Experience1 (Outpatient)	Clinical Experience1 (Outpatient)	Clinical Experience1 (Outpatient)
10.00- 11.20	Lecture Anatomy *Özge Yabaş Kızıloğlu*		Lecture Methods of Examination *İlke Bahçeci Şimşek*		
11.30- 12.00	Clinical experience	Student Group Study2	Student Group Study2	Student Group Study2	Student Group Study2
12.00- 12.50	Lunch	Lunch	Lunch	Lunch	Lunch
13.00- 13.50	Clinical Experience1 (Outpatient)	Lecture Refractive Errors *Alp Kayıran*	Lecture Conjunctiva *Beril Küçümen*	Lecture Cornea *Alp Kayıran*	Lecture Tear Film and Lacrimal Apparatus *İlke Bahçeci Şimşek*
14.00- 14.50		Clinical Experience1 (Outpatient)	Clinical Experience1 (Outpatient)	Clinical Experience1 (Outpatient)	Clinical Experience1 (Outpatient)
15.00- 15.50					
16.00- 16.50	Independent Learning	Independent Learning	Independent Learning	Independent Learning	Independent Learning
17.00-17.50					

Week 2

	Monday	Tuesday	Wednesday	Thursday	Friday
09.00- 09.50	Clinical Experience1 (Outpatient)	Clinical Experience1 (Outpatient)	Clinical Experience1 (Outpatient)	Clinical Experience1 (Outpatient)	Clinical Experience1 (Outpatient)
10.00- 10.50			Case Based Learning Red Eye *Vildan Öztürk*		
11.00-11.20			CBL Eye emergency *Vildan Öztürk*		
11.30- 12.00	Student Group Study2	Student Group Study2	Student Group Study2	Student Group Study2	Student Group Study2
12.00- 12.50	Lunch	Lunch	Lunch	Lunch	Lunch
13.00- 13.50	Lecture Glaucoma ***Beril Küçümen***	Lecture Retinal Detachment and IntraocularTumours *Sinan Tatlıpınar*	Lecture Contact Lens and Refractive Surgery *Vildan Öztürk*	Lecture Diseases of the Lens ***Beril Küçümen***	Lecture Uveal Tract *Beril Küçümen*
14.00- 14.50	Lecture[3] Lids and Orbit ***İlke Bahçeci Şimşek***	Lecture[3] Retinal Vascular Diseases ***Sinan Tatlıpınar***	Clinical Experience1 (Outpatient)	Lecture[3] Ocular Manifestations of SystemicDiseases ***Alp Kayıran***	Clinical Experience1 (Outpatient)
15.00- 15.50	Clinical Experience1 (Outpatient)	Clinical Experience1 (Outpatient)		Clinical Experience1 (Outpatient)	
16.00- 16.50	Independent Learning	Independent Learning	Independent Learning	Independent Learning	Independent Learning
17.00-17.50					

Week 3

	Monday	Tuesday	Wednesday	Thursday	Friday
09.00- 09.S0	**Journal Club**	**Clinical Experience (Outpatient)**	***Clinical Experience (Outpatient) Neurologic Exam And Semiology***	**Clinical Experience (Outpatient)**	**Independent Learning**
10.00- 10.S0					
11.00-11.20					**Assessment Session Oral Exam**
11.30- 12.00	**Student Group Study**	**Student Group Study**		**Student Group Study**	
12.00- 12.50	***Clinical Experience (Outpatient)***	***Clinical Experience (Outpatient)***		**Clinical Experience (Outpatient)**	**Lunch**
13.00- 13.50	**Lunch**	**Lunch**	**Lunch**	**Lunch**	**Assessment Session Writen Exam**
14.00- 14.S0	***Clinical Experience*** *H. Rengin Bilgen Akdeniz*	***Clinical Experience*** *Y. Dede*	***Clinical Experience*** *B. Aktekin*	**Clinical Experience (Outpatient)**	
15.00- 15.50	**Clinical Experience (Outpatient)**	**Clinical Experience (Outpatient)**	**Clinical Experience (Outpatient)**		**Program Evaluation Session Review of the Exam Questions, Evaluation of the Program (Neurologist in charge)**
16.00- 16.50	**Independent Learning**	**Independent Learning**	**Independent Learning**	**Independent Learning**	
17.00-17.50					

***The schedule of clinics that students are assigned will be announced during introductory session.**
****During group study hours students will be presenting the previous day's lecture to each other respectively.**
*****Each lecture contains a 10 minutes student presentation about a given subject related to lecture. The subjects will be announced during introductory session.**

OTORHINOLARYNGOLOGY & HEAD AND NECK SURGERY TRAINING PROGRAM

(3 weeks)

YEDİTEPE UNIVERSITY HOSPITAL

Head of the Department of Otorhinolaryngology: İlhan Topaloğlu, MD Prof.
Müzeyyen Doğan, MD Prof.
Zeynep Alkan, MD Prof
Nihal Seden Boyoğlu, MD Assoc. Prof
Meltem Bozacı Kılıçoglu , MD specialist
Ömer Faruk Birkent (Audiologist), MSc

CLERKSHIP	**OTORHINOLARYNGOLOGY** *Aim of this clerkship is to*;
AIM	1. ***convey*** necessary knowledge on historical development of otorhinolaryngology, current and future applications of diagnostic and treatment methods, 2. ***convey*** necessary knowledge on clinical conditions related to otorhinolaryngology (*head and neck oncology, rhinology, laryngology, otology, facial plastic and reconstructive surgery, voice and speech disorders, neuro-otology, audiology and hearing sciences, vestibular system, congenital and genetic diseases, head and neck cancers, allergic and immunologic diseases*), 3. ***equip*** students ***with*** knowledge, skills and attitudes required to manage clinical conditions related to otorhinolaryngology at primary care setting
At the end of this term, student should be able to:	
KNOWLEDGE	K.1. ***describe*** external, middle and inner ear diseases
	K.2. ***explain*** tinnitus, hearing loss and balance problems
	K.3. ***explain*** anatomy and physiology of larynx and ear
	K.4. ***distinguish*** between benign and malign tumors at basic level in oropharyngeal diseases
	K.5. ***distinguish*** between benign and malign tumors at basic level in nasopharyngeal diseases
	K.6. ***describe*** diagnosis and medical treatment of paranasal sinus diseases
	K.7. ***explain*** interventions to otorhinolarnygological emergencies
	K.8. ***describe*** diseases related to adenoid and tonsillary tissue
	K.9. ***describe*** diagnosis and treatment of salivary gland diseases
	K.10. ***explain*** assessment of laryngeal diseases at basic level
	K.11. **distinguish** between benign and malign laryngeal diseases
	K.12. ***explain*** basics of deep neck infections
	K.13. ***explain*** basics of maxillofacial traumas
	K.14. ***outline*** basics of facial paralysis
	K.15. ***describe*** interpretation of audiological and early screening tests at basic level
	K.16. ***outline*** diseases related to neck mass
	K.17. ***describe*** basics and medical treatment of laryngopharyngeal reflux

	K.18. ***describe*** sleep apnea and snoring problem and surgical treatment of those diseases
	K.19. ***describe*** lymph nodes pathologies
	K.20. ***tell*** surgical techniques of incision in tracheostomy, tracheotomy, coniotomy
	K.21. ***describe*** voice and speech disorders and treatments of those diseases
	K.22. ***tell*** basics of head-neck tumors
SKILLS	S.1. ***make*** otorhinolaryngological examination
	S.2. ***use*** laryngoscope and otoscope
	S.3. ***design*** medical treatments in ear, nose and throat infections
	S.4. ***prepare*** nasal packages,
ATTITUDES	A.1***. be aware of*** importance of emergeny cases and congenital malformations related to otorhinolaryngology and to refer the cases in appropriate condition
	A.2 ***participate*** effectively with colleagues, teaching staff and other members of the healthcare team

ASSESSMENT TABLE

This table shows question types and assessment methods/tools used in training program.

Questions Types (Pencil-Paper Tests)	**Proportion (*in Pencil-Paper Tests)***
Multiple Choice Questions	50%
Extended Matching Questions	25%
Key Features	10%
Short Response Essay Questions	15%
Total	**100 %**
Other Assessment Methods and Tools	**Proportion (*in Pass/Fail Decision)***
Structured Practical Exam	25%
Total	**25%**
Pass/Fail Decision	**Proportion (*in Pass/Fail Decision)***
Pencil-Paper Tests	75%
Other Assessments Methods and Tools	25%
Total	**100 %**

1ST WEEK

	Monday	Tuesday	Wednesday	Thursday	Friday
09.00-09.50	**Introductory Session** (Introduction to ENT) İlhan Topaloğlu	**Lecture** *Acute Otitis Media* *İlhan Topaloğlu*	**Lecture** *Hearing Loss* *Müzeyyen Doğan*	***Lecture*** *Vertigo* *Nihal Seden Boyoğlu*	**Lecture** *Diseases of the Oral Cavity* *Meltem Bozacı Kılıçoglu*
10.00 -10.50	**Lecture** *Anatomy and Physiology of the Ear* *Müzeyyen Doğan*	**Lecture** *Chronic Otitis Media* *İlhan Topaloğlu*	**Lecture** *Hearing Loss* *Müzeyyen Doğan*	***Lecture*** *Tinnitus* *Nihal Seden Boyoğlu*	**Lecture** *Diseases of the Oropharynx* *Meltem Bozacı Kılıçoglu*
11.00 -11.50	**Clinical Experience (Outpatient)** Müzeyyen Doğan	**Clinical Experience (Outpatient)** *İlhan Topaloğlu*	**Clinical Experience (Outpatient)** Müzeyyen Doğan	**Clinical Experience (Outpatient)** Nihal Seden Boyoğlu	**Clinical Experience (Outpatient)** *Nihal Seden Boyoğlu*
12.00 -12.50	**Luch**	**Luch**	**Luch**	**Luch**	**Luch**
13.00 -13.50	**Clinical Experience (Outpatient)** Müzeyyen Doğan	**Clinical Experience (Outpatient)** *İlhan Topaloğlu*	**Clinical Experience (Outpatient)** Müzeyyen Doğan	**Clinical Experience (Outpatient)** Nihal Seden Boyoğlu	**Clinical Experience (Outpatient)** Nihal Seden Boyoğlu
14.00 -14.50	**Clinical Experience (Outpatient)** Müzeyyen Doğan	**Clinical Experience (Outpatient)** *İlhan Topaloğlu*	**Clinical Experience (Outpatient)** Müzeyyen Doğan	**Clinical Experience (Outpatient)** Nihal Seden Boyoğlu	**Clinical Experience (Outpatient)** Nihal Seden Boyoğlu
15:00 17:50	**Independent Learning**	**Independent Learning**	**Independent Learning**	**Independent Learning**	**Independent Learning**

2nd WEEK

	Monday	Tuesday	Wednesday	Thursday	Friday
09.00-09.50	**Lecture** *Rhinitis and Sinusitis* *Meltem Bozacı Kılıçoglu*	**Lecture** Salivary Gland Diseases *Zeynep Alkan*	**Lecture** *Anatomy and Physıology of the Larynx* *Müzeyyen Doğan*	**Lecture** *Essential audiology and Newborn hearing screen* *Ömer Faruk Birkent*	**Lecture** Lymph Nodes Pathologies an Neck Masses *Zeynep Alkan*
10.00-10.50	**Lecture** *Rhinitis and Sinusitis* *Meltem Bozacı Kılıçoglu*	**Lecture** *Sleep Apnea, Snoring and thei Treatments* *İlhan Topaloğlu*	**Lecture** *Malignant Tumors of the Larynx* Nihal Seden Boyoğlu	**Lecture** *Essential audiology and Newborn hearing screen* *Ömer Faruk Birkent*	**Lecture** Lymph Nodes Pathologies an Neck Masses Zeynep Alkan
11.00 -11.50	**Clinical Experience (Outpatient)** *Meltem Bozacı Kılıçoglu*	**Clinical Experience (Outpatient)** *Zeynep Alkan*	**Clinical Experience (Outpatient)** Müzeyyen Doğan	**Clinical Experience (Outpatient)** Ömer Faruk Birkent	**Clinical Experience (Outpatient)** *Zeynep Alkan*
12.00 -12.50	**Lunch**	**Lunch**	**Lunch**	**Lunch**	**Lunch**
13.00 -13.50	**Clinical Experience (Outpatient)** Meltem Bozacı Kılıçoglu	**Clinical Experience (Outpatient)** Zeynep Alkan	**Clinical Experience (Outpatient)** Müzeyyen Doğan	**Clinical Experience (Outpatient)** Ömer Faruk Birkent	**Clinical Experience (Outpatient)** Zeynep Alkan
14.00 -14.50	**Clinical Experience (Outpatient)** *Meltem Bozacı Kılıçoglu*	**Clinical Experience (Outpatient)** *Zeynep Alkan*	**Clinical Experience (Outpatient)** Müzeyyen Doğan	**Clinical Experience (Outpatient)** Ömer Faruk Birkent	**Clinical Experience (Outpatient)** *Zeynep Alkan*
15.00 -17.50	**Independent Learning**	**Independent Learning**	**Independent Learning**	**Independent Learning**	**Independent Learning**

3rd WEEK

	Monday	Tuesday	Wednesday	Thursday	Friday
09.00-09.50	**Lecture** *Ent Emergencies* Meltem Bozacı Kılıçoglu	**Lecture** Maxillofacial Trauma Nihal Seden Boyoğlu	**Lecture** Congenital Laryngeal and Voice Disorders Nihal Seden Boyoğlu	**Clinical Experience (Outpatient)** *Müzeyyen Doğan*	**Assessment Session (Written Exam)**
10.00-10.50	**Lecture** *Ent Emergencies* Meltem Bozacı Kılıçoglu	**Lecture** Deep Neck Infections Zeynep Alkan	***Lecture*** *Congenital Laryngeal and Voice Disorders* Nihal Seden Boyoğlu	**Clinical Experience (Outpatient)** *Müzeyyen Doğan*	**Assessment Session (Practical Exam)**
11.00 -11.50	**Clinical Experience (Outpatient)** Meltem Bozacı Kılıçoglu	**Clinical Experience (Outpatient)** Meltem Bozacı Kılıçoglu	**Clinical Experience (Outpatient)** *Müzeyyen Doğan*	**Clinical Experience (Outpatient)** *Müzeyyen Doğan*	
12.00 -12.50	**Lunch**	**Lunch**	**Lunch**	**Lunch**	**Lunch**
13.00 -13.50	**Clinical Experience (Outpatient)** Meltem Bozacı Kılıçoglu	**Clinical Experience (Outpatient)** Meltem Bozacı Kılıçoglu	**Clinical Experience (Outpatient)** *Müzeyyen Doğan*	**Clinical Experience (Outpatient)** *Müzeyyen Doğan*	**Program Evaluation Session** *Review of the Exam Questions* *Evaluation of the Program* *Müzeyyen Doğan*
14.00 -14.50	**Clinical Experience (Outpatient)** Meltem Bozacı Kılıçoglu	**Clinical Experience (Outpatient)** Meltem Bozacı Kılıçoglu	**Clinical Experience (Outpatient)** *Müzeyyen Doğan*	**Clinical Experience (Outpatient)** *Müzeyyen Doğan*	
15.00 -17.50	**Independent Learning**	**Independent Learning**	**Independent Learning**	**Independent Learning**	**Independent Learning**

DERMATOLOGY TRAINING PROGRAM

(3 weeks)

YEDİTEPE UNIVERSITY HOSPITAL

Head of the Department of Dermatology: M. Oktay Taşkapan, MD Prof.
Özlem Akın, MD Assist. Prof.
Asuman Cömert Erkılınç, MD Assoc. Prof.

CLERKSHIP	**DERMATOLOGY** *Aim of this clerkship is to*;
AIM	1. ***to equip*** students ***with*** necessary knowledge, skills and attitudes required for diagnosis, treatment and prevention of frequently observed dermatologic and sexually transmitted diseases
LEARNING OBJECTIVES *At the end of this term, student should be able to:*	
KNOWLEDGE	1. ***evaluate*** patient and dermatovenereological examination methods
	2. ***explain*** diagnosis and differential diagnosis of common dermatologic diseases
	3. ***tell*** basic diagnostic methods (search of fungal infection with KOH, wood light)
	4. ***state*** dermatologic emergencies and to choose patients who should be sent to a specialist
	5. ***explain*** diagnosis and treatment of frequently seen cutaneous infections (bacterial, fungal, viral) and infestations
	6. ***describe*** frequently observed sexually transmitted diseases
SKILLS	7. ***perform*** a relevant dermatovenereologic history taking
	8. ***perform*** superficial wound care
	9. ***interpret*** clinical and laboratory data
	10. ***manage*** common dermatological disorders and emergency cases
ATTITUDES	11. ***value*** identification of elementary lesions successfully
	12. ***give*** importance to differentiate dermatologic lesions which are related to systemic diseases and send patient to a dermatologist

NCC 2014 – Essential Medical Procedures (Dermatology)	**Performance Level**
General and symptom-based history taking	1
Skin examination	3
Writing prescription	3

ASSESSMENT TABLE

This table shows question types and assessment methods/tools used in training program.

Questions Types (Pencil-Paper Tests)	**Proportion (*in Pass/Fail Decision)***
Multiple Choice Questions	18.75%
Extended Matching Questions	2.25%
Essay Questions	24%
Short Response Essay Questions	15%
Total	**60%**
Other Assessment Methods and Tools	**Proportion (*in Pass/Fail Decision)***
Oral Examination	40%
Total	**40%**
Pass/Fail Decision	**Proportion (*in Pass/Fail Decision)***
Pencil-Paper Tests	60%
Other Assessments Methods and Tools	40%
Total	**100 %**

1st Week

	Monday	Tuesday	Wednesday	Thursday	Friday
09.00- 09.50	**Introductory Session** (Introduction to PMR) *Oktay Taskapan*	**Clinical experience (Outpatient)** *Oktay Taskapan* *Asuman Cömert Erkılınç* *Özlem Akın*	**Clinical experience (Outpatient)** *Oktay Taskapan* *Asuman Cömert Erkılınç* *Özlem Akın*	**Independent Learning**	**Lecture** Precancerous skin disorders *Asuman Cömert Erkılınç*
10.00- 10.50	**Lecture** Basic Structure & function of the skin and cutaneous signs *Oktay Taskapan*				**Lecture** Non-melanoma skin cancers *Asuman Cömert Erkılınç*
11.00- 11.50	**Lecture** Principles of dermatologic diagnosis *Oktay Taskapan*				**Lecture** Behçet's syndrome *Asuman Cömert Erkılınç*
12.00- 12.50	**Lunch**	**Lunch**	**Lunch**	**Lunch**	**Lunch**
13.00- 13.50	**Clinical experience (Outpatient)** *Oktay Taskapan* *Asuman Cömert Erkılınç* *Özlem Akın*	**Clinical experience (Outpatient)** *Oktay Taskapan* *Asuman Cömert Erkılınç* *Özlem Akın*	**Lecture** Bacterial skin infections *Özlem Akın*	**Clinical experience (Outpatient)** *Asuman Cömert Erkılınç* *Özlem Akın*	**Lecture** Contact dermatitis *Oktay Taskapan*
14.00- 14.50					**Lecture** Atopic dermatitis *Oktay Taskapan*
15.00- 15.50					
16.00- 16.50			**Lecture** Parasitic skin diseases *Özlem Akın*		**Lecture** Urticaria and angioedema *Oktay Taskapan*
17.00-17.50					

2nd Week

	Monday	Tuesday	Wednesday	Thursday	Friday
09.00- 09.50	**Clinical experience (Outpatient)** *Oktay Taskapan* *Asuman Cömert Erkılınç* *Özlem Akın*	**Lecture** Alopecias *Asuman Cömert Erkılınç*	**Clinical experience (Outpatient)** *Oktay Taskapan* *Asuman Cömert Erkılınç* *Özlem Akın*	**Independent Learning**	**Lecture** Papulosquamous skin disorders *Asuman Cömert Erkılınç*
10.00- 10.50					
11.00- 11.50		**Lecture** Acne vulgaris *Asuman Cömert Erkılınç*			
12.00- 12.50	**Lunch**	**Lunch**	**Lunch**	**Lunch**	**Lunch**
13.00- 13.50	**Clinical experience (Outpatient)** *Oktay Taskapan* *Asuman Cömert Erkılınç* *Özlem Akın*	**Clinical experience (Outpatient)** *Oktay Taskapan* *Asuman Cömert Erkılınç* *Özlem Akın*	**Lecture** Viral skin diseases *Özlem Akın*	**Clinical experience (Outpatient)** *Oktay Taskapan* *Asuman Cömert Erkılınç* *Özlem Akın*	**Clinical experience (Outpatient)** *Oktay Taskapan* *Asuman Cömert Erkılınç* *Özlem Akın*
14.00- 14.50					
15.00- 15.50			**Lecture** Fungal skin diseases *Özlem Akın*		
16.00- 16.50					
17.00-17.50			**Lecture** Chronic autoimmune blistering dermatoses *Özlem Akın*		

3rd Week

	Monday	Tuesday	Wednesday	Thursday	Friday
09.00- 09.50	**Clinical experience (Outpatient)** *Oktay Taskapan* *Asuman Cömert Erkılınç* *Özlem Akın*	**Lecture** Treatment modalities in dermatology *Asuman Cömert Erkılınç*	**Clinical experience (Outpatient)** *Oktay Taskapan* *Asuman Cömert Erkılınç* *Özlem Akın*	**Seminars**	**Assessment Session**
10.00- 10.50					
11.00- 11.50					
12.00- 12.50	**Lunch**	**Lunch**	**Lunch**	**Lunch**	**Lunch**
13.00- 13.50	**Lecture** Adverse cutaneous reactions to drugs *Oktay Taskapan*	**Clinical experience (Outpatient)** *Oktay Taskapan* *Asuman Cömert Erkılınç* *Özlem Akın*	**Lecture** Melanocytic naevi and neoplasms *Özlem Akın*	**Seminars**	
14.00- 14.50					
15.00- 15.50	**Lecture** Connective tissue diseases *Oktay Taskapan*		**Lecture** Cutaneous tuberculosis and leprosy *Özlem Akın*		
16.00- 16.50					
17.00-17.50					

PHYSICAL MEDICINE AND REHABILITATION TRAINING PROGRAM

(2 weeks)

YEDİTEPE UNIVERSITY HOSPITAL

Head of the Department: Gökşen Gökşenoğlu, MD, Assoc. Prof.

UNIVERSITY OF HEALTH SCIENCES, FATİH SULTAN MEHMET TRAINING AND RESEARCH HOSPİTAL

Head of the Department: İlknur Aktaş, MD Prof.

Lecturer: Feyza Akan Begoğlu, MD

CLERKSHIP	**PHYSICAL MEDICINE and REHABILITATION** *Aim of this clerkship is to*;
AIM	*1.* ***convey*** necessary knowledge on pathology, symptomatology, clinical findings and treatment of musculoskeletal system diseases, 2. ***equip*** students ***with*** basic knowledge, skills and attitudes on rehabilitation medicine, 3. ***equip*** students ***with*** general approach to patients with physical disabilities.
LEARNING OBJECTIVES *At the end of this term, student should be able to:*	
KNOWLEDGE	1. ***explain*** etiopathogenesis of degenerative joint diseases
	2. ***describe*** general treatment approaches of degenerative joint diseases
	3. ***explain*** etiopathogenesis of inflammatory joint diseases
	4. ***describe*** general treatment approaches of inflammatory joint diseases
	5. ***explain*** etiopathogenesis of osteoporosis and metabolic bone disease, osteoporosis risk factors, prevention and treatment of osteoporosis
	6. **explain** pathophysiology of pain, pain assessment, and medical treatment or physiotherapy of different types of pain
	7. ***describe*** approach to patients with physical disabilities
	8. ***classify*** etiology and principles of general rehabilitation of stroke and other neurologic disorders
	9. ***distinguish*** early and late period complications of spinal cord injuries
	10. ***describe*** treatment of early and late complications of spinal cord injuries
	11. ***evaluate*** radiology of spine and joints in musculoskeletal system diseases
	12. ***describe*** physical therapy agents used in rehabilitation and their indications and contraindications

	13. **describe** symptoms and signs of peripheral nerve injuries, polyneuropathies
	14. ***explain*** rehabilitation principles of peripheral nerve injuries and treatment approaches
SKILLS	15. **perform** relevant history taking from patient with musculoskeletal system disorder
	16. ***perform*** musculoskeletal system and neurologic examination
	17. ***examine*** muscle strength and spasticity
	18. ***execute*** detailed neurologic examination in patients with stroke and spinal cord injury.
	19. ***trobleshoot*** patient immobilization regarding complications
	20. ***provide*** correct bed position
	21. **follow** decubitus
ATTITUDES	22. ***support*** conservative treatments and preventions in patients with musculoskeletal system disease
	23. ***participate*** good relationship with patients and patient's companions
	24. ***be aware of*** importance of quality of life

NCC 2014 – Essential Medical Procedures (Physical Medicine and Rehabilitation)	**Performance Level**
Musculoskeletal system examination	1

ASSESSMENT TABLE

This table show question types and assessment methods/tools used in training program.

Questions Types (Pencil-Paper Tests)	**Proportion (*in Pencil-Paper Tests)***
Multiple Choice Questions	100%
Total	**100%**
Other Assessment Methods and Tools	**Proportion (*in Pass/Fail Decision)***
Oral Exam (OE)	50%
Total	**50%**
Pass/Fail Decision	**Proportion (*in Pass/Fail Decision)***
Pencil-Paper Tests	50%
Other Assessments Methods and Tools	50%
Total	**100%**

Week 1

	Monday	Tuesday	Wednesday	Thursday	Friday
09.00- 09.50	**Introductory Session** Y.E. Doğan	**Lecture** Rehabilitation of Neurologic Diseases D.Ş.Karamanlıoğlu	**Lecture** Inflammatory Joint Diseases F.A.Begoğlu	**Lecture** Therapeutic Exercises G. Öztürk	**Ward Round** **Inpatient** (FSM)
10.00 - 10.50	**Lecture** Musculoskeletal (Locomotor) System Symptoms and Signs Y.E. Doğan	**Lecture** Rehabilitation of Neurologic Diseases D.Ş.Karamanlıoğlu	**Lecture** Spondyloarthropathies F.A.Begoğlu	**Lecture** Pain Pathophysiology, Classification and Treatment G. Öztürk	**Ward Round** **Inpatient** (FSM)
11.00- 11.50	**Lecture** Musculoskeletal (Locomotor) System Examination Y.E. Doğan	**Lecture** Rehabilitation of Diseases of Spine and Spinal Cord D.Ş.Karamanlıoğlu	**Lecture** Spondyloarthropathies F.A.Begoğlu	**Lecture** Drug Use in Musculuskeletal System Disorders G. Öztürk	**Ward Round** **PTU** **(Physical Therapy Unit)** (FSM)
12.00- 14.00	**Lunch**	**Lunch**	**Lunch**	**Lunch**	**Lunch**
14.00- 14.50	**Lecture** Diagnosis and Treatment of Cervical and Upper Extremity Pain (YU) *G.Gökşenoğlu*	**Lecture** Radiologic Evaluation of Musculoskeletal Disorders (YU) *G.Gökşenoğlu*	**Lecture** Degenerative Arthritis (YU) *G.Gökşenoğlu*	**Lecture** Peripheral Nerve Diseases *M.Y. Kaysın*	**Clinical Experience** **(Outpatient)** (FSM)
15.00– 15.50	**Lecture** Differential Diagnosis and Treatment of Low back and Lower Extremity Pain (YU) *G.Gökşenoğlu*	**Lecture** Physical Agents, Orthotic and Prosthetic Use in Rehabilitation *M.Y. Kaysın*	**Lecture** Osteoporosis and Metabolic Diseases Y.E. Doğan	**Lecture** Peripheral Nerve Diseases *M.Y. Kaysın*	**Clinical Experience** **(Outpatient)** (FSM)
16.00- 17.50	**Independent Learning**	**Independent Learning**	**Independent Learning**	**Independent Learning**	**Independent Learning**

Week 2

	Monday	Tuesday	Wednesday	Thursday	Friday
09.00 - 09.50	**Practical Education** Neurological Examination of Patients With Spinal cord İnjury Y.E. Doğan	**Ward Round** (FSM)	**Ward Round** (FSM)	**Ward Round** (FSM)	**Assessment Session (YU)**
10.00 -10.50	**Practical Education** Neurological Examination of Patients With Hemiplegia Y.E. Doğan	**Ward Round** (FSM)	**Ward Round** (FSM)	**Ward Round** (FSM)	
11.00 - 11.50	**Practical Education** Gait abnormalities and orthosis (Hemiplegia, Cerebral Palsy etc..) Y.E. Doğan	**Clinical Experience (Outpatient)** (YU)	**Clinical Experience (Outpatient)** (YU)	**Clinical Experience (Outpatient)** (YU)	
12.00 - 14.00	**Lunch**	**Lunch**	**Lunch**	**Lunch**	**Lunch**
14.00 - 14.50	**Clinical Experience (Outpatient)** (FSM)	**Practical Education** Physical Examination of Upper and Lower Extremity (YU) *G.Gökşenoğlu*	**Practical Education** Therapeutic Exercises (YU) *G.Gökşenoğlu*	**Clinical Experience (Outpatient)** (YU)	**Program Evaluation Session Review of the Exam Questions, Evaluation of the Program (YU)**
15.00 – 15.50	**Clinical Experience (Outpatient** (FSM)	**Clinical Experience (Outpatient)** (YU)	**Clinical Experience (Outpatient)** (YU)	**Clinical Experience (Outpatient)** (YU)	
16.00 - 17.50	**Independent Learning**	**Independent Learning**	**Independent Learning**	**Independent Learning**	**Independent Learning**

FSM: Fatih Sultan Mehmet Training and Research Hospital
YU: Yeditepe University Kozyatağı Hospital
PTU: Physical Therapy Unit

RADIOLOGY TRAINING PROGRAM

(2 weeks)
YEDİTEPE UNIVERSITY HOSPITAL

Head of the Department of Radiology: Neslihan Taşdelen, MD Prof.
Gazanfer Ekinci, MD Prof.
O. Melih Topçuoğlu, Assoc. Prof.
Ayşegül Görmez, MD Assist. Prof.

CLERKSHIP	**RADIOLOGY** *Aim of this clerkship is to*;
AIM	1. ***equip*** students with necessary knowledge and skills to recognize indications of basic and most commonly used radiological modalities, 2. ***equip*** students with necessary knowledge and skills to evaluate results of basic and most commonly used radiological modalities
LEARNING OBJECTIVES	*At the end of this term, student should be able to:*
KNOWLEDGE	1. ***outline*** basic konwledge on physical principles and mechanims of basic radiological modalities (direct roentgenogram, ultrasound, computed tomography, magnetic resonance imaging)
	2. ***recognize*** unwanted effects of X-ray radiation
	3. ***explain*** ways of protection
SKILLS	4. ***choose*** optimal radiological modality in most commonly encountered pathologies in neurological,abdominal, thoracic, musculosceletal conditions
	5. ***choose*** optimal radiological modality in most commonly encountered breast diseases
	6. ***choose*** optimal radiological modality in most commonly encountered vascular diseases
	7. ***identify*** basic emergency conditions on extremity,lung,spinal radiographs
ATTITUDES	8. ***continue*** to inform responsible clinician about the radiological findings

NCC 2014 – Essential Medical Procedures (Radiology)	**Performance Level**

Reading and assessing direct radiographs (Gastrointestinal and Hepatobiliary Imaging Imaging of Musculoskeletal System PA Chest Radiography Imaging of Head & Neck Genitourinary Imaging Spinal Imaging, Cardiac Imaging)	2
Interpretation of screening and diagnostic imaging results (Neuroradiology Imaging of Musculoskeletal System Chest Imaging Breast Imaging Genitourinary Imaging Spinal Imaging Vascular Interventions Nonvascular Interventions Cardiac Imaging Imaging of Head & Neck Vascular Imaging)	2

ASSESSMENT TABLE

This table shows question types and assessment methods/tools that used in training program.

Questions Types (Pencil-Paper Tests)	**Proportion (*in Pass/Fail Desicion)***
Multiple Choice Questions	50%
Extended Matching Questions	5%
Key Features	20%
Short Response Essay Questions	25%
Total	**100 %**
Other Assessment Methods and Tools	**Proportion (*in Other Assessments Methods and Tools)***
Oral Exam (OE)	90%
Evaluation of Student's Seminar (Without Checklist)	10%
Total	**100 %**
Pass/Fail Decision	**Proportion (*in Pass/Fail Decision)***
Pencil-Paper Tests	50%
Other Assessments Methods and Tools	50%
Total	**100 %**

1st Week

	Monday Kozyatağı	Tuesday Koşuyolu	Wednesday Koşuyolu	Thursday Kozyatağı	Friday Kozyatağı
09.00- 09.50	**Introductory Session** (Introduction to Radiology) *Neslihan Taşdelen*	**Lecture** Neuroradiology *Gazanfer Ekinci*	**Lecture** Gastointestinal and Hepatobiliary Imaging *Ayşegül Görmez*	**Lecture** Breast Imaging *Lecturer*	**Independent Learning**
10.00- 10.50	**Lecture** Radiation Physics *Neslihan Taşdelen*	**Lecture** Imaging of Head & Neck *Gazanfer Ekinci*	**Lecture** Gastointestinal and Hepatobiliary Imaging *Ayşegül Görmez*	**Lecture** PA Chest Radiography *Lecturer*	
11.00- 11.50	**Lecture** X-Ray Safety and Protection *Neslihan Taşdelen*	**Lecture** Spinal Imaging *Gazanfer Ekinci*	***Lecture*** Genitourinary Imaging *Ayşegül Görmez*	**Lecture** Chest Imaging *Lecturer*	
12.00- 13.50	**Lunch**	**Lunch**	**Lunch**	**Lunch**	**Lunch**
14.00- 15.50	**Clinical experience (Outpatient)**	**Clinical Skills Training** Advanced MRI and CT Techniques and Postprocessing *Zeynep Fırat* **Clinical experience (Outpatient)**	**Clinical experience (Outpatient)**	**Clinical experience (Outpatient)**	**Clinical experience (Outpatient)**
16.00- 17.50	**Independent Learning**	**Independent Learning**	**Independent Learning**	**Independent Learning**	**Independent Learning**

2nd Week

	Monday Kozyatağı	Tuesday Koşuyolu	Wednesday Kozyatağı	Thursday Kozyatağı/Koşuyolu	Friday Koşuyolu
09.00- 09.50	**Lecture** Imaging of Musculoskeletal System *Neslihan Taşdelen*	**Lecture** Interventional Radiology *Melih Topcuoğlu*	**Discussion / Journal Club (Large Group)** *Lecturer*	**Assessment Session (Oral examination)**	**Assessment Session (Written examination)**
10.00- 10.50	**Lecture** Imaging of Musculoskeletal System *Neslihan Taşdelen*	**Lecture** Vascular Imaging *Melih Topcuoğlu*	**Discussion / Journal Club (Large Group)** *Lecturer*		
11.00- 11.50	**Lecture** Imaging of Musculoskeletal System *Neslihan Taşdelen*	**Lecture** Cardiac Imaging *Melih Topcuoğlu*	**Case-Based General Review Lecture** *Lecturer*		
12.00- 13.50	**Lunch**	**Lunch**	**Lunch**	**Lunch**	**Lunch**
14.00- 14.50	**Independent Learning**	**Independent Learning**	**Independent Learning**	**Independent Learning**	**Program Evaluation Session** Review of the Exam Questions, Evaluation of the Program *Melih Topcuoğlu*
15.00- 15.50					
16.00- 17.50					

NUCLEAR MEDICINE TRAINING PROGRAM

(1 week)
YEDİTEPE UNIVERSITY HOSPITAL

Head of the Department of Radiology: Nalan Alan Selçuk, MD Prof.
Emine Biray Caner, MD Prof.
Emre Demirci, MD.
Türkay Toklu, Ph.D.

CLERKSHIP	**NUCLEAR MEDICINE** *Aim of this clerkship is to*;
AIM	1. ***convey*** necessary knowledge on nuclear medicine , working principles, nuclear physics, radiopharmacy, besides where, when and which survey is suitable or needed
LEARNING OBJECTIVES *At the end of this term, student should be able to:*	
KNOWLEDGE	1. ***list*** common indications for PET/CT and describe patient preperation of FDG PET/CT
	2. ***describe*** diagnostic imaging of infection or tumor
	3. ***describe*** radionuclide therapy and its application areas
	4. ***describe*** physics of nuclear medicine and methods of projection
	5. ***describe*** gamma probe and its application method
	6. ***describe*** basic scintigraphy reading techniques
SKILLS	7. ***demonstrate*** the ability to identify and perform patient preparation requirements for specific diagnostic and therapeutic studies
	8. ***demonstrate*** knowledge of radiopharmaceuticals, their characteristics, and biodistribution that are used for specific nuclear medicine procedures
	9. ***differentiate*** normal and basic pathological findings on common scintigraphy and PET images
	10. ***demonstrate*** knowledge of personal radiation safety

ASSESSMENT TABLE

This table shows question types and assessment methods/tools used in Training Program.

Questions Types (Pencil-Paper Tests)	**Proportion (*in Pencil-Paper Tests)***
Multiple Choice Questions	60%
Essay Questions	10%
Modified Essay Questions	10%
Short Response Essay Questions	20%
Total	**100 %**
Other Assessment Methods and Tools	**Proportion (*in Other Assessments Methods and Tools)***
Structured Oral Exam (SOE)	30%
Direct Observation of Procedural Skills (DOPS)	15%
Evaluation of Case Presentation (With Checklist)	20%
Evaluation of Preparation Skills of Patient's File (With Checklist)	15%
Global Evaluation of Student's Performance (With Checklist)	20%
Total	**100 %**
Pass/Fail Decision	**Proportion (*in Pass/Fail Decision)***
Pencil-Paper Tests	70%
Other Assessments Methods and Tools	30%
Total	**100%**

Week 1

	Monday	Tuesday	Wednesday	Thursday	Friday
09.00- 09.50	**Introductory Session** (Introduction to NM) *Nalan Alan Selçuk*	**Lecture** NM In Hyperthyroidism *Emre Demirci*	**Lecture** Introduction to PET Imaging *Biray Caner*	**Lecture** Radionuclide Therapy -1 *Nalan Alan Selçuk*	**Theoretical Examination**
10.00- 10.50	**Lecture** Basic Radiation Physics and Radiation Detectors in NM *Türkay Toklu*	**Lecture** Renal Scintigraphy *Emre Demirci*	**Lecture** FDG-PET in Cancer - 1 *Biray Caner*	**Lecture** Radionuclide Therapy -2 *Nalan Alan Selçuk*	
11.00- 11.50	**Lecture** Introduction to NM *Türkay Toklu*	**Lecture** Lung Perfusion and Ventilation Scintigraphy (V/Q Scan) *Emre Demirci*	**Lecture** FDG-PET in Cancer - 2 *Biray Caner*	**Lecture** NM In Thyroid Cancer *Nalan Alan Selçuk*	
12.00- 12.50	**Lunch**				
13.00- 13.50	**Lecture** Imaging Techniques in NM *Türkay Toklu / Hüseyin Adıgüzel*	**Lecture** Non-FDG PET Tracers *Emre Demirci*	**Clinical Experience** PET Imaging *Biray Caner*	**Lecture** Myocardial Perfusion Scan and Cardiological PET Applications *Nalan Alan Selçuk*	**Asessment Session Program** **Evaluation Session** Review of the Exam Questions Evaluation of the Program *Nalan Alan Selçuk*
14.00- 14.50	**Laboratory** Radiopharmaceuticals, Gamma Camera, PET/CT, Thyroid Uptake System *Alper Güler / Hüseyin Adıgüzel*	**Lecture** Bone Scintigraphy and Other Tumor Agents *Emre Demirci*	**Clinical Experience** PET Imaging *Biray Caner*		
15.00- 15.50		**Lecture** Other Conventional NM Applications *Emre Demirci*	**Clinical Experience** PET Imaging *Biray Caner*	**Lecture** Brain Imaging and Neurological PET Application *Nalan Alan Selçuk*	
16.00- 16.50	**Independent Learning**	**Independent Learning**	**Independent Learning**	**Independent Learning**	

ANESTHESIOLOGY AND REANIMATION TRAINING PROGRAM

YEDİTEPE UNIVERSITY HOSPITAL

Head of the Department of Anesthesiology: **Özge Köner, MD Prof.**
Sibel Temür, MD Prof.
Hatice Türe, MD Prof
Ferdi Menda, MD Prof.
Tuğhan Utku MD Prof.
Ezgi Aytaç, MD, Assistant Prof.

CLERKSHIP	**ANESTHESIOLOGY AND REANIMATION** *Aim of this clerkship is to*;
AIM	1. ***convey*** necessary knowledge on anesthesia and anesthesia methods, anesthetic agents. 2. ***equip*** students ***with*** skills and attitudes required to manage patients in intensive care unit.
LEARNING OBJECTIVES *At the end of this term, student should be able to:*	
KNOWLEDGE	1. ***Define*** anesthesia and **know** anesthetic agents.
	2. **Know** Basic and advanced cardio-pulmonary resuscitation,
	3. **Know** to evaluate fluid-electrolyte balance, fluid resuscitation,
	4. **Define** and **recognize** acid-base disturbances and their treatment,
	5. **Describe** hypothermia, hyperthermia during anesthesia and the management,
	6. **Know** basic mechanical ventilation principles and positive pressure ventilation,
	7. Define pain, its types and specific treatment,
	8. Define shock, **recognize** its types and the management,
	9. Define brain death and its diagnosis,
	10. Know intensive care unit admission criteria,
	11. Recognize anaphylaxis, **know** the treatment,
	12. Recognize hypoxia, reasons leading to hypoxemia and treatment.
SKILLS	**13. Manage** airway (face mask ventilation, airway insertion),
	14. Perform basic and advanced cardio-pulmonary resuscitation,
	15. Practice and analyze hemodynamic monitorization,
	16. Perform pre-anesthetic patient evaluation.
ATTITUDES	**17. Be prepared for** basic and advanced cardio-pulmonary,
	18. Follow clinical reflections of anesthetic agents,
	19. Analyze the patients and situations requiring intensive care unit,
	20. Hold confidentiality of patients.
COMPETENCIES	**21. Practice** basic and advanced cardio-pulmonary resuscitation.

NCC 2014 – Essential Medical Procedures (Anesthesiology and Reanimation)	Performance Level
Preparing medicines appropriately	4
Providing basic life support	3
Providing advanced life support	3
Giving recovery position to patient	4
Removal of foreign body with appropriate maneuver	4
Performing IM, IV enjection	4
Providing oxygen and nebule-inhaler treatment	4
Application and assessment of pulse-oxymeter	4
Intubation	3
Starting IV line	4
‘’Airway’’ application	4
General condition and vital signs assessment	4
Respiratory system examination	3
Cardiovascular system examination	3

ASSESSMENT TABLE

This table shows question types and assessment methods/tools used in training program.

Questions Types (Pencil-Paper Tests)	**Proportion (*in Pencil-Paper Tests)***
Multiple Choice Questions	60%
Extended Matching Questions	20%
Key Features	20%
Total	**100 %**
Other Assessment Methods and Tools	**Proportion (*in Other Assessments Methods and Tools)***
Structured Oral Exam (SOE)	80%
Portfolio Evaluation	20%
Total	**100 %**
Pass/Fail Decision	**Proportion (*in Pass/Fail Decision)***
Pencil-Paper Tests	50%
Other Assessments Methods and Tools	50%
Total	**100 %**

Lectures

1. Introduction to General Anesthesia / *Prof. Dr. Özge Köner*
2. Acid-Base Disorders and Arterial Blood Gas Evaluation-I / *Prof. Dr. Özge Köner*
3. Fluid-Electrolyte Balance / *Prof. Dr. Özge Köner*
4. Sepsis / *Prof. Dr. Sibel Temür*
5. Basic Life Support-Advanced Life Support (CPR)/ *Prof. Dr. Sibel Temür*
6. Anaphylaxis / *Prof. Dr. Ferdi Menda*
7. Pain / *Prof. Dr. Ferdi Menda*
8. Thermoregulation / *Prof. Dr. Hatice Türe*
9. Acute Respiratory insufficiency *Prof. Dr. Hatice Türe*
10. Shock / *Prof. Dr. Tuğhan Utku*
11. Coma/Brain Death / *Prof. Dr. Tuğhan Utku*
12. Mechanical Ventilation / *Prof. Dr. Tuğhan Utku*
13. Drowning / Near Drowning / *Assist. Prof. Dr. Ezgi Aytaç*

ANESTHESIOLOGY and REANIMATION Theoretical Program
(Lecture: 4 days + Practice: 5 days + Exam: 1 day)

Week 1

	Monday	Tuesday	Wednesday	Thursday	Friday
10.00-10.50	**Introductory Session** (Introduction to Anesthesia) *Özge Köner*	**Lecture** Sepsis *Sibel Temür*	**Independent Learning**	**Independent Learning**	CLINICAL PRACTICE OPERATING ROOM AND INTENSIVE CARE UNIT (ICU)
11.00 –12.00	**Lecture** Introduction to General Anesthesia *Özge Köner*	**Lecture** Fluid-Electrolyte Balance *Özge Köner*	**Lecture** Drowning / Near drowning *Ezgi Aytaç*	**Independent Learning**	
12.00-14.00	**Lunch**	**Lunch**	**Lunch**	**Lunch**	**Lunch**
14.00-14.50	**Lecture** Acid-Base Disorders and Arterial Blood Gas Evaluation-I *Özge Köner*	**Lecture** **CPR-**Basic Life Support *Sibel Temür*	**Lecture** Anaphylaxis *Ferdi Menda*	**Lecture** Acute Respiratory Insufficiency *Hatice Türe*	CLINICAL PRACTICE OPERATING ROOM AND INTENSIVE CARE UNIT (ICU)
15.00-15.50	**Lecture** Acid-Base Disorders and Arterial Blood Gas Evaluation-II *Özge Köner*	**Lecture** CPR-Advanced Life Support *Sibel Temür*	**Lecture** Pain *Ferdi Menda*	**Lecture** Thermoregulation *Hatice Türe*	
16.00- 17.00	**Independent Learning**	**Independent Learning**	**Independent Learning**	**Independent Learning**	**Independent Learning**

Clinical Practice in the ICU and Operating Theatre
Week 2

<table>
<tr><th></th><th>Monday</th><th>Tuesday</th><th>Wednesday</th><th>Thursday</th><th>Friday</th></tr>
<tr><td>10.00-10.50</td><td rowspan="2">CLINICAL PRACTICE
OPERATING ROOM AND
INTENSIVE CARE UNIT</td><td>Independent Learning</td><td colspan="2" rowspan="2">CLINICAL PRACTICE
OPERATING ROOM AND INTENSIVE CARE UNIT</td><td rowspan="2">Assessment Session
Theoretical and
Practice Examination

10:00-13:30</td></tr>
<tr><td>11.00 –12.00</td><td>Lecture
Mechanical Ventilation
Tuğhan Utku</td></tr>
<tr><td>12.00-14.00</td><td>Lunch</td><td>Lunch</td><td colspan="3">Lunch Break</td></tr>
<tr><td>14.00-14.50</td><td rowspan="2">CLINICAL PRACTICE
OPERATING ROOM AND
INTENSIVE CARE UNIT</td><td>Lecture
Shock
Tuğhan Utku</td><td colspan="2" rowspan="2">CLINICAL PRACTICE
OPERATING ROOM AND INTENSIVE CARE UNIT</td><td rowspan="2">Program Evaluation Session</td></tr>
<tr><td>15.00-16.00</td><td>Lecture
Coma / Brain Death
Tuğhan Utku</td></tr>
<tr><td>16.00- 17.00</td><td>Independent Learning</td><td>Independent Learning</td><td>Independent Learning</td><td>Independent Learning</td><td>Independent Learning</td></tr>
</table>

Clinical Practice in the ICU and Operating Theatre

Students	Day 1	Day 2	Day 3	Day 4	Day 5
KOZYATAĞI					
1	Operating Room	Intensive Care Unit	Intensive Care Unit	Operating Room	Preoperative evaluation
2	Operating Room	Intensive Care Unit	Intensive Care Unit	Preoperative evaluation	Operating Room
3	Operating Room	Intensive Care Unit	Intensive Care Unit	Preoperative evaluation	Operating Room
4	Operating Room	Operating Room	Preoperative evaluation	Intensive Care Unit	Intensive Care Unit
5	Intensive Care Unit	Operating Room	Preoperative evaluation	Intensive Care Unit	Operating Room
6	Intensive Care Unit	Preoperative evaluation	Operating Room	Intensive Care Unit	Operating Room
7	Intensive Care Unit	Preoperative evaluation	Operating Room	Operating Room	Intensive Care Unit
8	Preoperative evaluation	Operating Room	Operating Room	Operating Room	Intensive Care Unit
9	Preoperative evaluation	Operating Room	Operating Room	Operating Room	Intensive Care Unit
KOŞUYOLU					
1	Operating Room	Intensive Care Unit	Intensive Care Unit	Operating Room	Preoperative evaluation
2	Operating Room	Intensive Care Unit	Intensive Care Unit	Preoperative evaluation	Operating Room
3	Operating Room	Intensive Care Unit	Intensive Care Unit	Preoperative evaluation	Operating Room
4	Intensive Care Unit	Operating Room	Preoperative evaluation	Intensive Care Unit	Intensive Care Unit
5	Operating Room	Operating Room	Preoperative evaluation	Intensive Care Unit	Operating Room
6	Intensive Care Unit	Preoperative evaluation	Operating Room	Intensive Care Unit	Operating Room
7	Intensive Care Unit	Preoperative evaluation	Operating Room	Operating Room	Intensive Care Unit
8	Preoperative evaluation	Operating Room	Operating Room	Operating Room	Intensive Care Unit
9	Preoperative evaluation	Operating Room	Operating Room	Operating Room	Intensive Care Unit

UROLOGY TRAINING PROGRAM

(2 weeks)

YEDİTEPE UNIVERSITY HOSPITAL

Head of the Department of Urology: Faruk Yencilek, MD Prof

İlter ALKAN MD Assoc. Prof.

Mustafa YÜKSEL MD Assist. Prof.

Fatih Sultan Mehmet Training and Research Hospital &Sultan Abdülhamid Han Training and Research Hospital

CLERKSHIP	**UROLOGY** *Aim of this clerkship is to*;
AIM	1. ***convey*** necessary knowledge on symptomatology, clinical features and pathology of urinary and genital system disorders, 2. ***equip*** students ***with*** knowledge, skills and attitudes required to manage clinical conditions related to urology at primary care setting
LEARNING OBJECTIVES	*At the end of this term, student should be able to:*
KNOWLEDGE	1. ***explain*** mechanisms for urine formation and renal hemodynamics.
	2. ***describe*** urgent urological disorders
	3. ***describe*** disorders of kidney, ureter and bladder
	4. ***describe*** genital system disorders of male
	5. ***describe*** male sexual and reproductive system disorders
	6. ***explain*** underlying reasons and pathologies of female incontinence
	7. ***evaluate*** urinary system pathologies
SKILLS	8. ***make*** physical examination of male urogenital system, female urinary system and female continence
	9. ***interpret*** results of laboratory and radiological examinations related to urologic disorders
	10. ***perform*** attachment of urethral catheter for male and female
COMPETENCIES	11. ***manage*** urgent urological and urogenital diseases

ASSESSMENT TABLE

This table shows question types and assessment methods/tools used in training program.

Questions Types (Pencil-Paper Tests)	**Proportion (*in Pencil-Paper Tests)***
Multiple Choice Questions	90%
Extended Matching Questions	10%
Total	**100 %**
Pass/Fail Decision	**Proportion (*in Pass/Fail Decision)***
Pencil-Paper Tests	100%
Total	**100 %**

Week 1

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00-9:00	**Introductory Session** Introduction to Urology *Faruk Yencilek*	Case Presentation (student) *Faruk Yencilek*	Case Presentation (student) *Faruk Yencilek*	Case Presentation (student) *Faruk Yencilek*	Case Presentation (student) *Faruk Yencilek*
9:00-12:00	Clinical Experience (Outpatient) *Faruk Yencilek*	Clinical Experience (Outpatient) *Faruk Yencilek*	Clinical Experience (Outpatient) *Faruk Yencilek*	Clinical Experience (Surgical) *Faruk Yencilek*	Clinical Experience (Surgical) *Faruk Yencilek*
12:00-13:00	**Lunch**	**Lunch**	**Lunch**	**Lunch**	**Lunch**
13:00-16:00	**Lecture** Urolithiasis Etiology and Pathophysiology *Faruk Yencilek*	**Lecture** Urolithiasis Diagnosis and Treatment *Faruk Yencilek*	**Lecture** Urological Emergency *Faruk Yencilek*	**Lecture** Benign Prostatic Hyperplasia *Faruk Yencilek*	**Lecture** Benign Prostatic Hyperplasia *Faruk Yencilek*
16:00-17:00	**Independent Learning**	**Independent Learning**	**Independent Learning**	**Independent Learning**	**Independent Learning**

Week 2

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00-9:00	Case Presentation (student) *Faruk Yencilek*	Case Presentation (student) *Faruk Yencilek*	Case Presentation (student) *Faruk Yencilek*	Case Presentation (student) *Faruk Yencilek*	**Assessment Session**
9:00-12:00	Clinical Experience (Outpatient) *Faruk Yencilek*	Clinical Experience (Outpatient) *Faruk Yencilek*	Clinical Experience (Outpatient) *Faruk Yencilek*	Clinical Experience (Surgical) *Faruk Yencilek*	
12:00-13:00	**Lunch**	**Lunch**	**Lunch**	**Lunch**	
13:00-16:00	**Lecture** Testis Cancer *Faruk Yencilek*	**Lecture** Bladder Cancer *Faruk Yencilek*	**Lecture** Prostate Cancer *Faruk Yencilek*	**Lecture** Kidney Cancer *Faruk Yencilek*	
16:00-17:00	**Independent Learning**	**Independent Learning**	**Interactive Laboratory and Radiological Examination Discussions** *Faruk Yencilek*	**Interactive Laboratory and Radiological Examination Discussions** *Faruk Yencilek*	**Program Evaluation Session** Review of the Exam Questions Evaluation of the program *Faruk Yencilek*

INFECTIOUS DISEASES AND CLINICAL MICROBIOLOGY

TRAINING PROGRAM
(2 weeks)

YEDİTEPE UNIVERSITY HOSPITAL

Head of the Department of Infectious Diseases: Meral Sönmezoğlu, MD. Prof.
Aynur Eren Topkaya, MD. Prof.
Özlem Alıcı MD. Assoc. Prof.

&

ÜMRANİYE TRAINING AND RESEARCH HOSPITAL

MEHTAP AYDIN, MD Prof

CLERKSHIP	**INFECTIOUS DISEASE** *Aim of this clerkship is to*;
AIM	1. ***equip*** students ***with*** necessary knowledge, skills and attitudes to manage infectious diseases including diagnosis and evaluation of pathology and clinical manifestations, treatment and prevention methods.
LEARNING OBJECTIVES *At the end of this term, student should be able to:*	
KNOWLEDGE	1. ***describe*** required approach to patients with infectious diseases including evaluation of microbiological test results
	2. ***solve*** epidemiology, diagnosis and differential diagnosis of infectious diseases endemic in our country and/or in world
	3. ***explain*** infectious disease emergencies, diagnosis and approach to treatment modalities, antibiotic usage rationale, and basic antibiotic usage guidelines
SKILLS	4. ***record*** clinical history from infectious disease patients
	5. ***perform*** physical examination
	6. ***perform*** nonspecific tests used in diagnosis of infectious diseases (white blood cell counting, blood smear examination, urine sample microscopy, etc.)
	7. ***examine*** patient samples microbiologically (for presence of bacteria, parasites, blood cells, etc.)
	8. ***prescribe*** treatment of patients
ATTITUDES	9. ***obey*** confidentiality of patients

ASSESSMENT TABLE

This table shown question types and assessment methods/tools that used in training program.

Questions Types (Pencil-Paper Tests)	**Proportion (*in Pass/Fail Desicion)***
Multiple Choice Questions	60%
Extended Matching Questions	20%
Key Features	20%
Total	**100 %**
Other Assessment Methods and Tools	**Proportion (*inOther Assessments Methods and Tools)***
Structured Oral Exam (SOE)	85%
Evaluation of Case Presentation (Without Checklist)	5%
Evaluation of Preparation Skills of Patient's File (Without Checklist)	5%
Global Evaluation of Student's Performance (Without Checklist)	5%
Total	**100 %**
Pass/Fail Decision	**Proportion (*inPass/Fail Decision)***
Pencil-Paper Tests	60%
Other Assessments Methods and Tools	40%
Total	**100%**

Week I

	Monday	Tuesday	Wednesday	Thursday	Friday
09.00-09.50	Introductory Session (Introduction to Idcm ***Özlem ALICI*** Lecture Approach to Infectıous Disesaes ***Özlem Alıcı***	Lecture HIV Infection and AIDS ***Özlem Alıcı*** Lecture Fever of Unknown Origin ***Özlem Alıcı***	Lecture Crimean Congo Hemorrhagic Fever ***Özlem Alıcı*** Lecture Brucellosis ***Özlem Alıcı***	***Lecture*** ***Upper Respiratory Tract Infections*** ***Özlem Alıcı*** Lecture Lower Respiratory Tract Infections ***Özlem Alıcı***	Lecture Immunization and Prophylaxis ***Özlem Alıcı*** Lecture Infections in immuncomprimised Patients ***Özlem Alıcı***
10.00-10.50					
11.00-11.50					
12.00-12.50	Lunch	Lunch	Lunch	Lunch	Lunch
13.00-14.50	Lecture Antibiotics and Rational Use of Antibiotics ***Özlem Alıcı***	Lecture Sterilization, Disinfection and Antisepsis ***Özlem Alıcı***	Lecture Specimen Selection, Collection and Processing in Clinical Microbiology Tests ***Aynur Eren Topkaya***	Lecture Sepsis ***Meral Sönmezoğlu***	Lecture Bacterial Exanthems ***Özlem Alıcı*** Lecture Viral Exanthems ***Özlem Alıcı***
14.50-15.50	Lecture Antimicrobial Resistance ***Özlem Alıcı***	Lecture Gastrointestinal Tract Infections ***Özlem Alıcı***	Lecture Direct and Indirect Test Methods in Clinical Microbiology ***Aynur Eren Topkaya***	Lecture Acute Viral Hepatitis ***Meral Sönmezoğlu***	Lecture Urinary Tract Infections ***Özlem Alıcı***
15.50-16.50	Lecture Health Care Associated Infections ***Özlem Alıcı***	Lecture Skin and Soft Tissue Infections ***Özlem Alıcı***	Lecture Tuberculosis ***Özlem Alıcı***	Lecture Infective Endocarditis ***Meral Sönmezoğlu***	Central Nervous System Infections ***Özlem Alıcı***
17.00-17.50	Independent Learning	Independent Learning	Independent Learning	Independent Learning	Independent Learning

Week 2

	Monday	Tuesday	Wednesday	Thursday	Friday
09.00-09.50	Laboratory Experience ***Microbiology Instructors(Group I)*** Clinical Experience (Inpatient) ***Mehtap Aydın (Rest of the Group)***	Laboratory Experience ***Microbiology Instructors(Group II)*** Clinical Experience (Inpatient) ***Mehtap Aydın (Rest of the Group)***	Laboratory Experience ***Microbiology Instructors(Group II)*** Clinical Experience (Inpatient) ***Mehtap Aydın (Rest of the Group)***	Laboratory Experience ***Microbiology Instructors(Group IV)*** Clinical Experience (Inpatient) ***Mehtap Aydın (Rest of the Group)***	Assessment Session
10.00-10.50					
11.00-11.50					
12.00-12.50	**Lunch**	**Lunch**	**Lunch**	**Lunch**	**Lunch**
12.50-16.50	Clinical Experience (Inpatient) ***Mehtap Aydın (Rest of the Group)***	Clinical Experience (Inpatient) ***Mehtap Aydın (Rest of the Group)***	Clinical Experience (Inpatient) ***Mehtap Aydın (Rest of the Group)***	Clinical Experience (Inpatient) ***Mehtap Aydın (Rest of the Group)***	Assessment Session
17.00-17.50	**Independent Learning**	Independent Learning	Independent Learning	Independent Learning	

The lectures given by Prof. Dr. Meral Sönmezoğlu and Lecturer will be held in Yeditepe University Hospital, Kozyatağı or Koşuyolu .

PEDIATRIC SURGERY TRAINING PROGRAM

(2 weeks)

YEDİTEPE UNIVERSITY FACULTY OF MEDICINE

PEDIATRIC SURGERY

Head of the Department of Pediatric Surgery

Şafak Karaçay, MD. Prof.

&

Zeynep Kamil Training and Research Hospital, Department of Pediatric Surgery

Ayşenur Celayir MD. Prof.
Serdar Moralıoğlu MD Assoc. Prof
Olga Devrim Ayvaz MD
Koray Pelin MD

Definition

Pediatric Surgery is the field of medicine that encompasses a broad range of diseases and malformations, both operative and non-operative, from the fetal period until the end of childhood (0-18 years). In addition to the body systems covered by general surgery, Pediatric Surgery also deals with non-cardiac thoracic conditions and specific genito-urinary and gynecological problems in children.

CLERKSHIP	**PEDIATRIC SURGERY**
AIM	1. to equip students with necessary knowledge, skills and attitudes to become familiar with the recognition, natural history, and general and specific treatment of those pediatric surgical conditions that one would expect to encounter in general medical practice in a community lacking the immediate availability of a pediatric surgeon. 2. to equip students with necessary knowledge, skills and attitudes To familiarize oneself with the pathophysiology of pediatric surgical conditions, and the response of a child to surgery and trauma.
LEARNING OBJECTIVES *At the end of this term, student should be able to:*	
KNOWLEDGE	1. ***describe*** common pediatric surgical and urological problems in the emergency department
	2. ***explain*** the causes of acute abdomen in children
	3. ***assess*** and ***compare*** hernias and common surgical problems of inguinal region
	4. ***list*** and describe the abdominal masses and solid tumors in childhood
	5. ***describe*** the common neonatal surgical conditions
	6. ***assess*** the general approach to trauma and the multiply injured child
	7. ***list*** common pediatric urological conditions
	8. ***explain*** surgical fluid and electrolyte hemostasis
	9. ***describe*** congenital anomalies of genito-urinary tract
SKILLS	10. ***obtain*** an appropriate history of patients and families as necessary

	11. ***perform*** proper physical examination in newborns, infants and children considering special features related to age
	12. ***make*** an appropriate differential diagnosis
	13. ***perform*** basic clinical procedures and interventions
ATTITUDES	14. ***respect*** and understand of the roles, responsibilities and relationship of primary care and specialty care providers
	15. ***demonstrate*** interpersonal skills and professionalism in relations with patients, families and healthcare staff
	16. ***show*** respect for patient rights, communicate appropriately with patient and families and provide clear and concise information about the patient's condition
	17. ***communicate*** and collaborate effectively with colleagues, teaching staff and other members of the healthcare team
	18. ***be aware of*** importance of emergeny cases and congenital malformations related to to the pediatric surgery and urology and to refer these cases in an appropriate condition

NCC 2014 – Essential Medical Procedures (Pediatric Surgery)	**Performance Level**
General and symptom-based history taking	1
Abdominal physical examination	4
Newborn examination	1
Urinary catheterization	1
Nasogastric catheterization	3
Superficial suturing and removal of sutures	1

ASSESSMENT TABLE

This table shows question types and assessment methods/tools used in training program.

Questions Types (Pencil-Paper Tests)	**Proportion (*in Pencil-Paper Tests)***
Multiple Choice Questions	100 %
Total	**100 %**
Other Assessment Methods and Tools	**Proportion (*in Pass/Fail Decision)***
Clerkship Logbook	10%
Total	**10%**
Pass/Fail Decision	**Proportion (*in Pass/Fail Decision)***
Pencil-Paper Tests	90%
Other Assessments Methods and Tools	10%
Total	**100 %**

Week 1

	Monday (YUH)	Tuesday (YUH)	Wednesday (YUH)	Thursday (YUH)	Friday (YUH)
9:00-10-00	**Introductory Session** *Şafak Karaçay*	**Clinical Experience** *Şafak Karaçay* **Lecture** Trauma in Children *Şafak Karaçay*	**Lecture** ***Approach to pediatric Surgical and Urological Cases*** *Şafak Karaçay*	Practical Education *Şafak Karaçay*	Practical Education *Şafak Karaçay*
10:15-11:00	***Lecture*** Newborn as a Surgical Patient *Şafak Karaçay*		**Lecture** **Approach to pediatric Surgical and Urological Cases** *Şafak Karaçay*		
11:15-12:00	***Lecture*** Trauma in Children *Şafak Karaçay*		**Lecture** **Approach to pediatric Surgical and Urological Cases** *Şafak Karaçay*		
12:00-13:00	**Lunch**	**Lunch**	**Lunch**	**Lunch**	**Lunch**
13-15-14:00	***Lecture*** Inguinal and Genital Pathologies of Children *Şafak Karaçay*	***Lecture*** Solid Tumors in Children *Şafak Karaçay*	**Lecture** **Approach to pediatric Surgical and Urological Cases** *Şafak Karaçay*	**Independent Learning**	**Independent Learning**
14:15- 15:00	***Lecture*** Obstructive and Nonobstructive Pediatric Urological Pathologies *Şafak Karaçay*	***Lecture*** GI Obstruction in Children *Şafak Karaçay*	**Lecture** **Approach to pediatric Surgical and Urological Cases** *Şafak Karaçay*		
15:15- 16:00	***Lecture*** Obstructive and Nonobstructive Pediatric Urological Pathologies *Şafak Karaçay*	**Lecture** Acute Abdomen in Children *Şafak Karaçay*	**Lecture** **Approach to pediatric Surgical and Urological Cases** *Şafak Karaçay*		

Week 2

	Monday (ZKEAH)	Tuesday (ZKEAH)	Wednesday (ZKEAH)	Thursday (ZKEAH)	Friday (YUH)
9:00-10-00	**Clinical Experience (Inpatient) and Ward Round**	**Clinical Experience (Inpatient) and Ward Round**	**Clinical Experience (Inpatient) and Ward Round**	**Clinical Experience (Inpatient) and Ward Round**	Assessment Session (YUH)
10:15-11:00					
11:15-12:00					
12:00-13:00	**Lunch**	**Lunch**	**Lunch**	**Lunch**	Program Evaluation Session Evaluation of the Clerkship Program *Şafak Karaçay*
13-15-14:00	*Practical Education*	*Practical Education*	*Practical Education*	*Practical Education*	**Independent Learning**
14:15- 15:00	*Practical Education*	*Practical Education*	*Practical Education*	*Practical Education*	
15:15- 16:00	*Practical Education*	*Practical Education*	*Practical Education*	*Practical Education*	

YUH: Yeditepe University Hospital
ZKEAH: Zeynep Kamil Training and Research Hospital

MEDICAL GENETICS TRAINING PROGRAM

(1 week)

YEDİTEPE UNIVERSITY FACULTY OF MEDICINE

Head of the Department of Medical Genetics: Ömer Faruk Bayrak, PhD. Prof.
Ayşegül Çınar Kuşkucu, MD. PhD Assoc. Prof.

Ümraniye Training and Research Hospital

CLERKSHIP	**MEDICAL GENETICS** *Aim of this clerkship is to*;
AIM	1.***convey*** necessary knowledge on genetic disorders, patterns of inheritance and process of syndrome diagnosis 2.**equip** the students with knowledge, skills and attitudes required to refer paitient to genetic clinic
LEARNING OBJECTIVES	*At the end of this term, student should be able to:*
KNOWLEDGE	1. ***identify*** the most likely mode of inheritance given a straithforward pedigree
	2. ***describe*** the common pediatric and adult indications for referral to a genetic clinic
	3. ***describe*** briefly the principles of methods by which a persons DNA can be checked for a mutation
	4. ***describe*** the methods of prenatal diagnosis their uses and risks
	5. ***distinguish*** between screening and diagnosis
	6. ***describe*** carcinogenesis as an evolutionary process within an individual
	7. ***define*** oncogenes and tumor supressor genes giving examples
SKILLS	8. ***take*** a family history
	9. ***draw*** a pedigree using correct symbols
	10. ***identify*** normal and simple abnormal karyotypes
ATTITUDES	***11. be aware*** of importance of major and minor congenital anomalies of a patient
	12. be aware of importance of consanguinity
	13. value genetic diagnosis and counseling for patients and parents
COMPETENCIES	***14. distinguish*** signs and symptoms of genetic disorder
	15. refer patient to genetic clinic who suspected genetic disorder

The lectures will be held in Yeditepe University Genetics Diagnonsis Center, Acıbadem İstek Vakfı.

NCC 2014 – Essential Medical Procedures (Medical Genetics)	**Performance Level**
Making a family tree and referring the patient for genetic counseling when necessary	4

ASSESSMENT TABLE

This table shows question types and assessment methods/tools used in training program.

Questions Types (Pencil-Paper Tests)	**Proportion (*in Pencil-Paper Tests)***
Multiple Choice Questions	30%
Essay Questions	70%
Total	**100%**
Other Assessment Methods and Tools	**Proportion (*in Other Assessments Methods and Tools)***
Objective Structured Clinical Exam (OSCE)	100%
Total	**100%**
Pass/Fail Decision	**Proportion (*in Pass/Fail Decision)***
Pencil-Paper Tests	70%
Other Assessments Methods and Tools	30%
Total	**100%**

Week 1

	Monday	Tuesday	Wednesday	Thursday	
09.00- 09.50	*Clinical training / **Laboratory observation***	*Clinical training / **Laboratory observation***	*Clinical training / **Laboratory observation***	Independent Learning	Independent Learning
10.00- 10.50	*Clinical training / **Laboratory observation***	*Clinical training / **Laboratory observation***	Clinical training / **Laboratory observation**	**Lecture** Cancer genetics and testing strategies *Ayşegül Kuşkucu*	**Assessment Session** (MCQ, Essay Questions) *Ayşegül Kuşkucu*
11.00- 11.50	*Clinical training / **Laboratory observation***	*Clinical training / **Laboratory observation***	*Clinical training / **Laboratory observation***	**Lecture** Cancer genetics and testing strategies *Ayşegül Kuşkucu*	
12.00- 12.50	**Lunch**	**Lunch**	**Lunch**	**Lunch**	
13.00- 13.50	**Introductory Session** (Introduction to Clinical Genetics) What Can We Learn From a Family History? *Ayşegül Kuşkucu*	**Lecture** Approach to the Patient With Dysmorphic Features *Ayşegül Kuşkucu*	**Lecture** Staying Ahead of the Game: Genetic Testing *Ayşegül Kuşkucu*	***Independent* Learning**	**Program Evaluation Session** **Review of the Exam Questions Evaluation of the Program**
14.00- 14.50	**Lecture** Pedigree Drawing and Pedigree Analysis *Ayşegül Kuşkucu*	**Lecture** Chromosomal Disorders *Ayşegül Kuşkucu*	**Lecture** Prenatal and Preimplantation Genetic Diagnosis Ayşegül Kuşkucu		
15.00- 15.50		**Lecture** Genetic Counseling Ayşegül Kuşkucu I	**Independent Learning**	**Independent Learning**	
16.00- 16.50	**Lecture** Single Gene Disorders Ayşegül Kuşkucu	**Independent Learning**	**Independent Learning**	**Independent Learning**	
17.00-17.50					

CLINICAL PHARMACOLOGY TRAINING PROGRAM
RATIONAL PHARMACOTHERAPY – RATIONAL DRUG USE
(1.5 week)

YEDİTEPE UNIVERSITY FACULTY OF MEDICINE

Head of the Department of Clinical Pharmacology: Emine Nur Özdamar MD Assist. Prof.
Ece Genç, PhD Prof.
Cenk Andaç MD Assist. Prof.
Ayşe Gelal, MD Prof.
Volkan Aydın MD
Fatma İşli MD

CLERKSHIP	**CLINICAL PHARMACOLOGY** *Aim of this clerkship is to*;
AIM	1. ***convey*** necessary knowledge on rational drug use in medical practice. 2. ***equip*** students ***with*** necessary skills and attitudes required for pharmacotherapy
LEARNING OBJECTIVES *At the end of this term, student should be able to:*	
KNOWLEDGE	1. ***define*** patient's problem
	2. ***list*** aims of therapy
	3. ***categorize*** effective drug groups
	4. ***discuss*** personal drugs
	5. ***determine*** "proper" drug according to certain criteria
SKILLS	6. ***conduct*** preparation of personal formulary
	7. ***enhance*** prescription writing skills.
ATTITUDES	8. ***use*** the right drug at the right dose at appropriate intervals with a special attention to economic aspects of therapy

NCC 2014 – Essential Medical Procedures (Clinical Pharmacology)	**Performance Level**
Rational Drug Use	3

ASSESSMENT TABLE

This table shows question types and assessment methods/tools used in training program.

Questions Types (Pencil-Paper Tests)	**Proportion (*in Pass/Fail Decision)***
Essay Questions *in Objective Structured Clinical Exam Station (OSCE)-A* During the internship, three indications are studied according to the international treatment guidelines. For the exam, a case is prepared among these three indications. Four theoretical questions (20 points each) are asked as following: 1. Please identify the problem and the aim of your treatment. 2. Which pharmacotherapy (pharmacotherapies) would you choose? Which questions should you ask to test the suitability of the chosen treatment? 3. How would you inform the patient about the treatment? 4. What would you recommend for prophylaxis? What could be the options for non-pharmacological treatment? Each question is evaluated and scored as seen in the attached example. Prescription for the presented case is explained in other assessment methods and tools section.	80%
Total	**80%**
Other Assessment Methods and Tools	**Proportion (*in Pass/Fail Decision)***
Objective Structured Clinical Exam (OSCE)-B OSCE station related to the writing a prescription. Evaluation criteria are shown below. Patient's Name (1 pts), Date (1 pts), Diagnosis (1 pts), Protocol No (1 pts), Doctor's Name (1 pts), Signature/Stamp (1 pts), Diploma No (1 pts), Department (1 pts), Box Number (1 pts), Ending of Prescription (1 pts), Dosage (5 pts), Time (5 pts) Total: 20 pts	20%
Total	**20%**
Pass/Fail Decision	**Proportion (*in Pass/Fail Decision)***
Pencil-Paper Tests (OSCE-A)	80%
Other Assessments Methods and Tools (OSCE-B)	20%
Total	**100%**

CLINICAL PHARMACOLOGY: Group I: 27.11.2023 - 06.12.2023; Group II: 07.12.2023 - 15.12.2023

WEEK 1

	Monday 27-Nov--2023	Tuesday 28-Nov--2023	Wednesday 29-Nov--2023	Thursday 30-Nov--2023	Friday 01-Dec--2023
09.00-09.50	**Independent Learning**		**Module** Clinical pharmacology of antihypertensive drugs **Moderators: Dr. Ayşe Gelal, Dr. Volkan Aydın**	**Independent Learning**	**Module:** Acute sinusitis: Clinical pharmacology Moderators: **Dr. Ece Genç,Dr. Emine Özdamar, Dr. Cenk Andaç** Mavi Salon, Yeşil Salon, Üzeyir Garih Salonu
10.00-10:50	**Lecture** Introduction to the Program: **Dr. Ayşe Gelal**	**Lecture** Basic concepts of prescribing **Dr. Volkan Aydın**			
11.00-11.50	**Lecture** Principles of Rational Pharmacotherapy **Dr. Ayşe Gelal**				
12.00 - 12.50	**Lecture** Personal Drug Selection & MAUA **Dr. Volkan Aydın**	**Lecture** Generic Drugs **Dr. Ayşe Gelal**			
12.50-14.00	**Lunch**				
14.00 - 14.50	**Module** Hypertension: Definition of the problem and non-drug treatment **Moderators: Dr. Ayşe Gelal, Dr. Volkan Aydın**	**Independent Learning**	**Module** Hypertension: P-drug selection and Case Studies **Moderators: Dr. Ayşe Gelal, Dr. Volkan Aydın**	**Module** Acute sinusitis: Definition of the problem and non-drug treatment **Moderators:** **Dr. Ece Genç,Dr. Emine Özdamar, Dr. Cenk Andaç** Mavi Salon, Yeşil Salon, Üzeyir Garih Salonu	**Module** Acute sinusitis: P-drug selection and case studies **Moderators:** **Dr. Ece Genç,Dr. Emine Özdamar, Dr. Cenk Andaç** Mavi Salon, Yeşil Salon, Üzeyir Garih Salonu
15.00-15.50					
16.00-16.50					
17.00-17.50	**Independent Learning**			**Independent Learning**	**Independent Learning**

WEEK 2

<table>
<tr><th></th><th>Monday
04-Dec--2023</th><th>Tuesday
05- Dec--2023</th><th>Wednesday
06- Dec--2023</th><th>Thursday
07- Dec--2023</th><th>Friday
08- Dec--2023</th></tr>
<tr><td>09.00- 09.50</td><td rowspan="3">Module
Uncomplicated urinary tract infections: Approach & clinical pharmacology
Moderators:
Dr. Ece Genç, Dr. Emine Özdamar, Dr. Cenk Andaç
Mavi Salon, Yeşil Salon, Üzeyir Garih Salonu</td><td rowspan="3">Module
Uncomplicated urinary tract infections: P-drug selection & case studies
Moderators:
Dr. Ece Genç, Dr. Emine Özdamar, Dr. Cenk Andaç
Mavi Salon, Yeşil Salon, Üzeyir Garih Salonu</td><td rowspan="3">OSCE Group I
İnan Kıraç Salonu</td><td>Independent Learning</td><td rowspan="2">Lecture
Basic concepts of prescribing
Dr. Volkan Aydın</td></tr>
<tr><td>10.00-10:50</td><td>Independent Learning</td></tr>
<tr><td>11.00-11.50</td><td>Lecture
Introduction to the Program:
Dr. Ayşe Gelal</td></tr>
<tr><td>12.00-12.50</td><td></td><td></td><td>Lecture
Principles of Rational Pharmacotherapy
Dr. Ayşe Gelal</td><td>Lecture
Generic Drugs
Dr. Ayşe Gelal</td></tr>
<tr><td>12.50-14.00</td><td colspan="5">Lunch</td></tr>
<tr><td>14.00 -14.50</td><td>Lecture
Pharmacovigilance</td><td rowspan="4">Independent Learning</td><td rowspan="4">Independent Learning</td><td>Lecture
Personal Drug Selection & MAUA
Dr. Volkan Aydın</td><td rowspan="4">Module
Clinical pharmacology of antihypertensive drugs
Moderators: Dr. Ayşe Gelal, Dr. Volkan Aydın</td></tr>
<tr><td>15.00- 15.50</td><td>Interactive Group Study
Pharmacovigilance</td><td rowspan="3">Module
Hypertension: Definition of the problem and non-drug treatment
Moderators: Dr. Ayşe Gelal, Dr. Volkan Aydın</td></tr>
<tr><td>16.00- 16.50</td><td>Independent Learning</td></tr>
<tr><td>17.00- 17.50</td><td>Independent Learning</td></tr>
</table>

WEEK 3

	Monday 11- Dec--2023	Tuesday 12- Dec--2023	Wednesday 13- Dec--2023	Thursday 14- Dec--2023	Friday 15- Dec--2023
09.00- 09.50	**Module** Hypertension: P-drug selection and Case Studies **Moderators: Dr. Ayşe Gelal, Dr. Volkan Aydın**	**Module:** Acute sinusitis: Clinical pharmacology Moderators: **Dr. Ece Genç,Dr. Emine Özdamar, Dr. Cenk Andaç** Mavi Salon, Yeşil Salon, Üzeyir Garih Salonu	**Module** Uncomplicated urinary tract infections: Approach & clinical pharmacology **Moderators:** **Dr. Ece Genç, Dr. Emine Özdamar, Dr. Cenk Andaç** Mavi Salon, Yeşil Salon, Üzeyir Garih Salonu	**Module** Uncomplicated urinary tract infections: P-drug selection & case studies **Moderators:** **Dr. Ece Genç, Dr. Emine Özdamar, Dr. Cenk Andaç** Mavi Salon, Yeşil Salon, Üzeyir Garih Salonu	**OSCE Group II** **İnan Kıraç Salonu**
10.00-10:50					
11.00-11.50					
12.00-12.50					
12.50-14.00	**Lunch**				
14.00 -14.50	**Module** Acute sinusitis: Definition of the problem and non-drug treatment **Moderators:** **Dr. Ece Genç,Dr. Emine Özdamar, Dr. Cenk Andaç** Mavi Salon, Yeşil Salon, Üzeyir Garih Salonu	**Module** Acute sinusitis: P-drug selection and case studies **Moderators:** **Dr. Ece Genç,Dr. Emine Özdamar, Dr. Cenk Andaç** Mavi Salon, Yeşil Salon, Üzeyir Garih Salonu	**Lecture** Pharmacovigilance	**Independent Learning**	**Independent Learning**
15.00- 15.50			**Interactive Group Study** Pharmacovigilance		
16.00- 16.50			**Independent Learning**		
17.00- 17.50	**Independent Learning**	**Independent Learning**	**Independent Learning**		

FORENSIC MEDICINE TRAINING PROGRAM

(1.5 week)

Mehmet Akif İnanıcı MD Prof. & Fatih Hitami Usluoğulları MD Assist. Prof.
(Marmara University Faculty of Medicine, Department of Forensic Medicine)

Ahmet Yılmaz MD Prof.
(Trakya University Faculty of Medicine, Department of Forensic Medicine)

CLERKSHIP	**FORENSIC MEDICINE** *Aim of this clerkship is to*;
AIM	1. ***convey*** necessary knowledge on evaluation and reporting of forensic cases.
LEARNING OBJECTIVES *At the end of this term, student should be able to:*	
KNOWLEDGE	1. ***explain*** how to evaluate forensic cases and report cases
	2. ***describe*** the fundamentals of forensic autopsy
	3. ***define*** the cause, origin, and mechanism of death in forensic cases
	4. ***outline*** the legal responsibilities in medical practice
	5. ***explain*** the fundamentals of crime scene investigation and identification
SKILLS	6. ***perform*** aphysical examination of dead
	7. ***manage*** aforensic death examination document filing
	8. ***examine*** the traumatized patients
	9. ***prepare*** an expert report
	10. ***document*** and ***report*** the sexual crimes
ATTITUDES	11. ***respect*** the privacy of patient and deceased
	12. ***display*** empathy and effective communication skills
	13. ***do the*** recognition and management of forensic cases
	14. ***differentiate*** natural and unnatural deaths
	15. ***refer to*** a specialist when necessary

ASSESSMENT TABLE

This table shows question types and assessment methods/tools used in training program.

Questions Types (Pencil-Paper Tests)	**Proportion (in Pass/Fail Decision)**
Multiple Choice Questions	%100
Total	%100
Other Assessment Methods and Tools	**Proportion (in Pass/Fail Decision)**
Evaluation of Student's Seminar (Without Checklist)	%100
Total	%100
Pass/Fail Decision	**Proportion (in Pass/Fail Decision)**
Pencil-Paper Tests	%60
Other Assessment Methods and Tools	%40
	%100

FORENSIC MEDICINE Group II: 11.11.2024 - 20.11.2024; Group I: 21.11.2024 - 29.11.2024

Week 1

	Monday 27-Nov--2023	Tuesday 28-Nov--2023	Wednesday 29-Nov--2023	Thursday 30-Nov--2023	Friday 01-Dec--2023
09.00- 09.50	**Introductory Session** (Introduction to Forensic Medicine) Lecturer	**Lecture** Medicolegal approach to traumatized patients Lecturer	**Lecture** Forensic Psychiatry (Legal Competence/Capacity) Lecturer	**Lecture** Crime Scene Investigation Lecturer	**Lecture** Head and Spinal Injuries Lecturer
10.00- 10.50	**Lecture** Forensic Medicine in Turkey and Other Main Countries Lecturer	**Lecture** Pathology of wounds Lecturer	**Lecture** Forensic Psychiatry (Criminal Responsibility) Lecturer	**Lecture** Forensic Aspects of Alcohol, Narcotic and Hallucinogenic Drugs Lecturer	**Lecture** Chest and Abdominal Injuries Lecturer
11.00- 11.50	**Lecture** Legal Responsibilities and Liabilities of Physician Lecturer	**Lecture** Pathology of wounds (Abrasion, Contusion, and Bruises) Lecturer	**Lecture** Violence (to Healthcare Workers, Women, Children, Elderlies, Vulnerable Groups) Lecturer	**Lecture** Poisoning Lecturer	**Lecture** Transportation Injuries and Unintentional Childhood Injuries Lecturer
12.00- 12.50	**Lunch**	**Lunch**	**Lunch**	**Lunch**	**Lunch**
13.00- 13.50	**Lecture** Complication Vs Malpractice Lecturer	**Lecture** Pathology of wounds(Laceration, Blunt Penetrating Injuries, Incised wounds) Lecturer	**Lecture** Violence (Mobbing, Cyberbullying, Peer Bullying,) Lecturer	**Lecture** Pathophysiology of Death (Types of Death, The Indication of Death) Lecturer	**Lecture** Self Inflicted Injuries Lecturer
14.00- 14.50	**Lecture** Forensic Sciences (Anthropology, Entomology, Toxicology, Ballistic, Document examination, etc.) Lecturer	**Lecture** Human Rights Violation and Torture Lecturer	**Lecture** Child Abuse and Neglect Lecturer	**Lecture** Pathophysiology of Death (Findings after The Death) Lecturer	**Lecture** Asphyxia 1 (Suffocation, Strangulation, Suffocation Gases) Lecturer
15.00- 15.50	**Lecture** Forensic Sciences (Forensic Genetics) Lecturer	**Lecture** How to Prepare Expert Report (I) Lecturer	**Lecture** Sexual Abuse and Assault Lecturer	**Lecture** Pathophysiology of Death (Post Mortem Interval, Post Mortem Chemistry) Lecturer	**Lecture** Asphyxia 2 (Chemical Asphyxiants) Lecturer
16.00-17.00	**Independent Learning**	**Independent Learning**	**Independent Learning**	**Independent Learning**	**Independent Learning**

FORENSIC MEDICINE Group II: 11.11.2024 - 20.11.2024; Group I: 21.11.2024 - 29.11.2024

Week 2

	Monday 04-Dec--2023	Tuesday 05- Dec--2023	Wednesday 06- Dec--2023	Thursday 07- Dec--2023	Friday 08- Dec--2023
09.00- 09.50	**Autopsy Practice*** (Forensic Council of Medicine)	**Lecture** Sudden Death Lecturer	**Assessment Session**	**Introductory Session** (Introduction to Forensic Medicine) Lecturer	**Lecture** Medicolegal approach to traumatized patients Lecturer
10.00- 10.50	**Autopsy Practice*** (Forensic Council of Medicine)	**Lecture** Sudden Death in Infancy Lecturer		**Lecture** Forensic Medicine in Turkey and Other Main Countries Lecturer	**Lecture** Pathology of wounds Lecturer
11.00- 11.50	**Autopsy Practice*** (Forensic Council of Medicine)	**Lecture** Immersion Death Lecturer		**Lecture** Legal Responsibilities and Liabilities of Physician Lecturer	**Lecture** Pathology of wounds (Abrasion, Contusion, and Bruises) Lecturer
12.00- 12.50	**Lunch**	**Lunch**	**Lunch**	**Lunch**	**Lunch**
13.00- 13.50	**Autopsy Practice*** (Forensic Council of Medicine)	**Lecture** Electrical Fatalities Lecturer	**Assessment Session**	**Lecture** Complication Vs Malpractice Lecturer	**Lecture** Pathology of wounds(Laceration, Blunt Penetrating Injuries, Incised wounds) Lecturer
14.00- 14.50	**Autopsy Practice*** (Forensic Council of Medicine)	**Lecture** Gunshot and Explosion Deaths Lecturer		**Lecture** Forensic Sciences (Anthropology, Entomology, Toxicology, Ballistic, Document examination, etc.) Lecturer	**Lecture** Human Rights Violation and Torture Lecturer
15.00- 15.50	**Autopsy Practice*** (Forensic Council of Medicine)	**Lecture** How to Prepare Expert Report (II) Lecturer	**Program Evaluation Session** Review of the Exam Questions, Evaluation of the Program Lecturer	**Lecture** Forensic Sciences (Forensic Genetics) Lecturer	**Lecture** How to Prepare Expert Report (I) Lecturer
16.00-17.00	**Independent Learning**	**Independent Learning**		**Independent Learning**	**Independent Learning**

FORENSIC MEDICINE Group II: 11.11.2024 - 20.11.2024; Group I: 21.11.2024 - 29.11.2024

Week 3

	Monday 11- Dec--2023	Tuesday 12- Dec--2023	Wednesday 13- Dec--2023	Thursday 14- Dec--2023	Friday 15- Dec--2023
09.00- 09.50	**Lecture** Forensic Psychiatry (Legal Competence/Capacity) Lecturer	**Lecture** Crime Scene Investigation Lecturer	**Autopsy Practice*** (Forensic Council of Medicine)	**Lecture** Head and Spinal Injuries Lecturer	**Assessment Session**
10.00- 10.50	**Lecture** Forensic Psychiatry (Criminal Responsibility) Lecturer	**Lecture** Forensic Aspects of Alcohol, Narcotic and Hallucinogenic Drugs Lecturer	**Autopsy Practice*** (Forensic Council of Medicine)	**Lecture** Chest and Abdominal Injuries Lecturer	
11.00- 11.50	**Lecture** Violence (to Healthcare Workers, Women, Children, Elderlies, Vulnerable Groups) Lecturer	**Lecture** Poisoning Lecturer	**Autopsy Practice*** (Forensic Council of Medicine)	**Lecture** Transportation Injuries and Unintentional Childhood Injuries Lecturer	
12.00- 12.50	**Lunch**	**Lunch**	**Lunch**	**Lunch**	**Lunch**
13.00- 13.50	**Lecture** Violence (Mobbing, Cyberbullying, Peer Bullying,) Lecturer	**Lecture** Pathophysiology of Death (Types of Death, The Indication of Death) Lecturer	**Autopsy Practice*** (Forensic Council of Medicine)	**Lecture** Self Inflicted Injuries Lecturer	**Assessment Session**
14.00- 14.50	**Lecture** Child Abuse and Neglect Lecturer	**Lecture** Pathophysiology of Death (Findings after The Death) Lecturer	**Autopsy Practice*** (Forensic Council of Medicine)	**Lecture** Asphyxia 1 (Suffocation, Strangulation, Suffocation Gases) Lecturer	
15.00- 15.50	**Lecture** Sexual Abuse and Assault Lecturer	**Lecture** Pathophysiology of Death (Post Mortem Interval, Post Mortem Chemistry) Lecturer	**Autopsy Practice*** (Forensic Council of Medicine)	**Lecture** Asphyxia 2 (Chemical Asphyxiants) Lecturer	**Program Evaluation Session** Review of the Exam Questions, Evaluation of the Program Lecturer
16.00-17.00	**Independent Learning**	**Independent Learning**	**Independent Learning**	**Independent Learning**	

PROGRESS TEST

Progress test (PT) is used to assess students on topics from all medical disciplines. As an assessment tool in medical education, the PT offers some distinctive characteristics that set it apart from other types of assessment. It is administered to all students in the medical program at the same time and at regular intervals (usually twice a year) throughout the entire academic program. The test samples the complete knowledge domain expected that a student to have on graduation, regardless of which grade the student is at. The scores provide beginning-to-end and curriculum-independent assessments of the objectives for the entire medical program. The purpose of the PT as a formative or summative test is variably used across institutions.

In YUTF, PT is applied according to the following principles and rules.

Purpose

- In YUTF, PT is used for formative purposes.
- PT is conducted to allow students to see their progress in knowledge levels throughout their medical education.

Obligation

- PT is mandatory for all students.

Frequency and Timing

- PT is performed twice a year.
- Each student will have received a total of 12 PTs by the end of the Phase 6.
- In a year; the first PT is done in the middle and the second PT is done at the end of the term.
- PT dates are announced by the Phase Coordinator.

Implementation

- PT is performed online via EYS.

Content

- PT consists of 200 multiple choice questions.
- 100 of them are related to the preclinical period and the rest 100 are related to the clinical period.
- The ratio of the questions to be asked according to the disciplines is announced to the students before PT.
- All students from 1st to 6th Phase are to answer the same questions.

Feedback

- A report is sent to each student after each PT.
- The report includes how many questions the student answered correctly in each discipline and their progress against the previous PT.
- Students can also view their ranking within their class and within the entire school.

Benefits

- PT gives students the opportunity to see their progress throughout their medical education.
- PT provides opportunities for students to prepare for other exams (Committee, Clerkship, TUS, USMLE, etc.).
- As questions are often enhanced with a real life problem, PT contributes to students' problem-solving skills. This question type is preferred in TUS, especially USMLE and other similar exams.

YEDİTEPE UNIVERSITY
FACULTY OF MEDICINE
PHASE V
STUDENT COUNSELING

Student counseling is a structured development process established between the student and the consultant that aims to maximize student success by focusing the student to her/his target. Although the major component of this relationship is the student, the faculties also take part by bringing the requirements of this interaction to their systems. The targeted outcomes of the consultant-student interaction are success in the exams, success in the program, and preparation for the professional life. The aim of counseling is to help students to solve their problems, to give professional guidance, to provide coaching, to contribute to adopting the habit of lifelong learning, to provide information about the University and Faculty, to follow their success and failure and to help them select courses.
The consultants selected among Basic Medical Sciences instructors for the first three years transfer the students to Clinical Sciences instructors for the following three years.

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

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

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

The expectations from the student are as follows:

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

Student counsellors will be appointed after finalization of the class list and will be announced to the students.
After the announcement of the counsellors on the information board, each student is expected to contact his/her counsellor until the end of the current month.

*** Student counseling is conducted through the Yeditepe University Faculty of Medicine Education Management System (EYS). The names of the assigned advisors can be accessed via the EMS platform."**

YEDİTEPE ÜNİVERSİTESİ	Faculty of Medicine/Phase V Clerkship Assessment Form

Student's Name and Surname:	
Student's Number:	
Department:	
Start and End Date of Clerkship:	
If repeated howmanyth:	

Success grades and letter grades are shown in the following table. When scoring, subjects such as, quality and amount of work, outlook, relations with patients and caregivers, commitment to task, professional knowledge, cooperation in clinic, attendence to meetings and motivation should be considered.

Success grades and letter grades		
90-100	***AA***	
80-89	***BA***	
70-79	***BB***	
65-69	***CB***	
60-64	***CC***	
0-59	***FF***	***FAIL*** *(Failure to pass the clerkship exam / clerkship incomplete exam)*
0	***FA***	***NOT ATTENDED*** *(Failure to attend the clerkship exam and clerkship incomplete exam due to absenteeism)*

	Letter grade	**Success grade**
Estimated Grade:		

Head of the Department / Instructor in Charge :
Signature :
Date :

Contact

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