

YEDİTEPE UNIVERSITY

FACULTY of MEDICINE

PHASE V

ACADEMIC PROGRAM BOOK

2025 – 2026

Student's:

Name:.....

Nr:.....

YEDİTEPE UNIVERSITY
FACULTY OF MEDICINE
PHASE V

CONTENT	Page
AIM AND OUTCOMES OF MEDICAL EDUCATION PROGRAM	1
COORDINATION COMMITTEE.....	5
FACULTY OF MEDICINE CURRICULUM 2025-2026.....	6
DESCRIPTION AND CONTENT.....	7
AIM and LEARNING OBJECTIVES of PHASE V	8
ACADEMIC CALENDAR 2025 – 2026.....	9
ACADEMIC SCHEDULE 2025 – 2026.....	11
STUDENT GROUPS.....	13
INDEPENDENT LEARNING	21
ASSESSMENT PROCEDURES	23
YEDİTEPE UNIVERSITY FACULTY OF MEDICINE EXAM RULES	26
CLERKSHIP PROGRAMS	28
PHASE V ORIENTATION PROGRAM	29
ORTHOPEDICS AND TRAUMATOLOGY TRAINING PROGRAM	30
PSYCHIATRY TRAINING PROGRAM	36
CHILD AND ADOLESCENT PSYCHIATRY TRAINING PROGRAM	41
NEUROSURGERY TRAINING PROGRAM	43
NEUROLOGY TRAINING PROGRAM	48
OPHTHALMOLOGY TRAINING PROGRAM	54
OTORHINOLARYNGOLOGY & HEAD AND NECK SURGERY TRAINING PROGRAM	60
DERMATOLOGY TRAINING PROGRAM	66
PHYSICAL MEDICINE AND REHABILITATION TRAINING PROGRAM	71
RADIOLOGY TRAINING PROGRAM.....	76
NUCLEAR MEDICINE TRAINING PROGRAM.....	80
ANESTHESIOLOGY AND REANIMATION TRAINING PROGRAM	83
UROLOGY TRAINING PROGRAM.....	92
INFECTIOUS DISEASES AND CLINICAL MICROBIOLOGY	96
PEDIATRIC SURGERY TRAINING PROGRAM	100
MEDICAL GENETICS TRAINING PROGRAM.....	104
CLINICAL PHARMACOLOGY TRAINING PROGRAM	107
FORENSIC MEDICINE TRAINING PROGRAM	112
STUDENT COUNSELING	118
LIST OF STUDENT COUNSELING.....	119
Contact	123

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”*

***© 2011, 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

YUTF - Undergraduate Medical Education Program was designed to provide our graduates with the competencies that are specified in the National Competencies List of medical graduates (UYYB).

UYYB is a national document that indicates the expected/required competencies of the students who are at the stage of graduating from Medical Schools in Turkey.

You can find UYYB from the link: https://www.yok.gov.tr/Documents/Kurumsal/egitim_ogretim_dairesi/Ulusal-cekirdek-egitimi-programlari/mezuniyet-oncesi-tip-egitimi-cekirdek-egitimi-programi.pdf

COMPETENCE AREA-1 / Professional Practices

COMPETENCE 1.1. Health Service Provider
--

Competency 1.1.1. Integrates knowledge, skills, and attitudes acquired from basic and clinical medical sciences, behavioral sciences, and social sciences to provide health services.
--

Competency 1.1.2. Demonstrates a biopsychosocial approach that considers the individual's sociodemographic and sociocultural background without discrimination based on language, religion, race, or gender in patient management.

Competency 1.1.3. Prioritizes the protection and improvement of individuals' and community's health in the delivery of healthcare services.
--

Competency 1.1.4. Performs the necessary actions in the direction of maintaining and improving the state of health as considering the individual, social, social and environmental factors affecting health.

Competency 1.1.5. Provides health education to healthy/ill individuals and their families, as well as to other healthcare professionals, by recognizing the characteristics, needs, and expectations of the target audience.

Competency 1.1.6. Demonstrates a safe, rational, and effective approach in the processes of protection, diagnosis, treatment, follow-up, and rehabilitation in health service delivery.
--

Competency 1.1.7. Performs interventional and/or non-interventional procedures safely and effectively for the patient in the processes of diagnosis, treatment, follow-up, and rehabilitation.

Competency 1.1.8. Provides healthcare services considering patient and employee health and safety.

Competency 1.1.9. Considers changes related to the physical and socio-economic environment at both regional and global scales that affect health, as well as changes in the individual characteristics and behaviors of those who seek healthcare services.
--

COMPETENCE AREA-2 /Professional Values and Approaches
--

COMPETENCE 2.1. Adopting Professional Ethics and Principles
--

Competency 2.1.1. Considers good medical practices while performing the profession.
--

Competency 2.1.2. Fulfills duties and obligations within the framework of ethical principles, rights, and legal responsibilities required by the profession.

Competency 2.1.3. Demonstrates determined behavior in providing high-quality healthcare while considering the patient's integrity.

Competency 2.1.4. Evaluates own performance in professional practices by considering own emotions and cognitive characteristics.
COMPETENCE 2.2. Health Advocate
Competency 2.2.1. Advocates for the improvement of healthcare service delivery by considering the concepts of social accountability and social responsibility in the protection and enhancement of community health.
Competency 2.2.2. Plans and implements service delivery, education, and counseling processes related to individual and community health, in collaboration with all stakeholders, for the protection and improvement of health.
Competency 2.2.3. Evaluates the impact of health policies and practices on individual and community health indicators and advocates for the improvement of healthcare quality.
Competency 2.2.4. Gives importance to protecting and improving own physical, mental, and social health and takes necessary actions for it.
COMPETENCE 2.3. Leader-Manager
Competency 2.3.1. Demonstrates exemplary behavior and leadership within the healthcare team during service delivery.
Competency 2.3.2. Utilizes resources in a cost-effective, socially beneficial, and compliant manner with regulations in the planning, implementation, and evaluation processes of healthcare services as the manager in the healthcare institution.
COMPETENCE 2.4. Team Member
Competency 2.4.1. Communicates effectively within the healthcare team and takes on different team roles as necessary.
Competency 2.4.2. Displays appropriate behaviors while being aware of the duties and responsibilities of healthcare workers within the healthcare team.
Competency 2.4.3. Works collaboratively and effectively with colleagues and other professional groups in professional practice.
COMPETENCE 2.5. Communicator
Competency 2.5.1. Communicates effectively with patients, their families, healthcare professionals, and other occupational groups, institutions and organizations.
Competency 2.5.2. Communicates effectively with individuals and groups who require a special approach and have different sociocultural characteristics.
Competency 2.5.3. Demonstrates a patient-centered approach that involves the patient in decision-making mechanisms during the diagnosis, treatment, follow-up, and rehabilitation processes.
COMPETENCE AREA-3 / Professional and Personal Development
COMPETENCE 3.1. Scientific and Analytical Approach
Competency 3.1.1. Plans and implements scientific research, as necessary, for the population it serves, and utilizes the results obtained, as well as those from other research, for the benefit of the community.
Competency 3.1.2. Accesses and critically evaluates current literature related to their profession.
Competency 3.1.3. Applies evidence-based medicine principles in the clinical decision-making process.
Competency 3.1.4. Uses information technologies to enhance the effectiveness of healthcare, research, and education activities.

COMPETENCE 3.2. Lifelong Learner
Competency 3.2.1. Manages effectively individual study processes and career development.
Competency 3.2.2. Demonstrates skills in acquiring, evaluating, integrating new information with existing knowledge, applying to professional situations, and adapting to changing conditions throughout professional career.
Competency 3.2.3. Selects the right learning resources to improve the quality of health care and organizes the learning process.

COORDINATION COMMITTEE
(TEACHING YEAR 2025 – 2026)

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 2025-2026
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 2025-2026 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 2025 – 2026

September 01, 2025 (Monday)	Beginning of Phase V
29 August 2025, Friday 12.00-13.00	Introduction of Phase V
October 21, 2025, Tuesday 15:00	Coordination committee meeting
October 29, 2025 (Monday)	Republic Day National Holiday
November 10, 2025 (Monday 09:00-12:00)	Commemoration of Atatürk
November 13, 2025 (Thursday)	1st Progress Test
January 1, 2026 (Monday)	New year
January 13, 2026, Tuesday	Coordination committee meeting (with student participation)
March 14 , 2026 (Saturday)	Physicians' Day
March 19, 2026 (Wednesday) March 20-22, 2026 (Friday-Sunday)	Ramadan Feast Holiday
April 23, 2026 (Thursday)	National Holiday
May 1, 2026 (Friday)	Labor's day
May 19 2026 (Tuesday)	National Holiday
May 12, 2026, Tuesday	Coordination committee meeting (with student participation)
May 25-29.2026 (Monday-Friday)	Kurban Bayramı
June 02, 2026 (Tuesday)	2 nd Progress Test
June 05, 2026, (Friday)	End of Phase
June 22-24, 2026	Incomplete exams
July 21, 2026, Tuesday	Coordination committee meeting

PHASE V
ACADEMIC SCHEDULE 2025 – 2026

	Group 1	Group 2	Group 3	Group 4	Group 5	Group 6	Group 7	
01-05.09.2025	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)	
08-12.09.2025		NUCLEAR MEDICINE Y.Ü.T.F. (1 week)	CHILD PSYCHIATRY Y.Ü.T.F (1 week)					
15-19.09.2025								
22-26.09.2025	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+ <u>S.E.A.H</u> (2 weeks)	INFECTIOUS DISEASES Y.Ü.T.F+ Ü.E.A.H (2 weeks)	
29.09-03.10.2025		AREA ELECTIVE COURSE (1 week)						
06-10.10.2025	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)	
13-17.10.2025			NUCLEAR MEDICINE Y.Ü.T.F. (1 week)	CHILD PSYCHIATRY Y.Ü.T.F (1 week)				
20-24.10.2025								
27-31.10.2025	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+ + <u>S.E.A.H</u> (2 weeks)	
03-07.11.2025			AREA ELECTIVE COURSE (1 week)					
10-19.11.2025	CL. PHARMACOLOGY Y.Ü.T.F. (GROUP I)				FORENSIC MEDICINE Y.Ü.T.F. (GROUP II)			
20-28.11.2025	FORENSIC MEDICINE Y.Ü.T.F. (GROUP I)				CL. PHARMACOLOGY Y.Ü.T.F. (GROUP II)			
01-05.12.2025	PEDIATRIC SURGERY Y.Ü.T.F+ + <u>S.E.A.H</u> (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)	UROLOGY Y.Ü.T.F (2 weeks)	
08-12.12.2025				AREA ELECTIVE COURSE (1 week)				
15-19.12.2025	OPHTHALMOLOGY Y.Ü.T.F. (3 weeks)	OTORHINOLARYNGOLOGY 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)	
22-26.12.2025					NUCLEAR MEDICINE Y.Ü.T.F. (1 week)	CHILD PSYCHIATRY Y.Ü.T.F (1 week)		
29.12.2024-02.01.2026								
05-9.01.2026	UROLOGY Y.Ü.T.F (2 weeks)	PEDIATRIC SURGERY Y.Ü.T.F+ <u>S.E.A.H</u> (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)	
12-16.01.2026					AREA ELECTIVE COURSE (1 week)			

	Group 1	Group 2	Group 3	Group 4	Group 5	Group 6	Group 7
19-23.01.2026	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)
26-30.01.2026						NUCLEAR MEDICINE Y.Ü.T.F. (1 week)	CHILD PSYCHIATRY Y.Ü.T.F (1 week)
02-06.02.2026							
09-13.02.2026	NEUROSURGERY Y.Ü.T.F. (2 weeks)	UROLOGY Y.Ü.T.F (2 weeks)	PEDIATRIC SURGERY Y.Ü.T.F + <u>S.E.A.H</u> (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)
16-20.02.2026						AREA ELECTIVE COURSE (1 week)	
23-27.02.2026	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)
02-06.03.2026							NUCLEAR MEDICINE Y.Ü.T.F. (1 week)
09-13.03.2026	CHILD PSYCHIATRY Y.Ü.T.F (1 week)						
16-20.03.2026	RAMADAN HOLIDAY						
23-27.03.2026	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 + <u>S.E.A.H</u> (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)
30.03-03.04.2026							AREA ELECTIVE COURSE (1 week)
06-10.04.2026	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)
13-17-04.2026							
20-24.04.2026	NUCLEAR MEDICINE Y.Ü.T.F. (1 week)	CHILD PSYCHIATRY Y.Ü.T.F (1 week)					
27-30.04.2026	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)	PSYCHIATRY Y.Ü.T.+Moodist (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)
04-08.05.2026	AREA ELECTIVE COURSE . (1 week)						
11-15.05.2026	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)	PEDIATRIC SURGERY Y.Ü.T.F + <u>S.E.A.H</u> (2 weeks)	NEUROLOGY Y.Ü.T.F. + F.S.M.E.A.H. (3 weeks)	OPHTHALMOLOGY Y.Ü.T.F. (3 weeks)
18-22.05.2026							
25-29.05.2026	Kurban Bayramı						
01-05.06.2026	OTORHINO- LARYNGOLOGY Y.Ü.T.F.	DERMATOLOGY Y.Ü.T.F.	ORTHOPAEDICS & TRAUMATOLOGY Y.Ü.T.F.	NUCLEAR MEDICINE Y.Ü.T.F. (1 week)	CHILD PSYCHIATRY Y.Ü.T.F (1 week)	NEUROLOGY Y.Ü.T.F. + F.S.M.E.A.H.	OPHTHALMOLOGY Y.Ü.T.F.

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 Surgical Anatomy.
- MED 553 The Life Style Medicine,
- MED 554 Clinical Microbiology,
- MED 555 Clinical Immunology

16-20.03.2026 Ramadan Holiday

25-29.05.2026 Kurban Bayramı

22-23-24.06.2025 make up exams (pazartesi- Çarşamba)

YEDİTEPE UNIVERSITY
FACULTY OF MEDICINE
PHASE V

STUDENT GROUPS

GROUP 1				Explanations
1	20200800129	HEDIEH SADAT	BAHREINI	
2	20200800139	MUHAMMAD RAYYAN	MASOOD	
3	20200800136	RIHAM	ABOU HEIT	
4	20190800123	RAMISH MEHMOOD	SHAIKH	GRUP 1 İLE ORTOPEDİ, FTR, DERMATOLOJİ, ENFEKSİYON, FARMAKOLOJİ, ADLİ TIP, ÇOCUK CERRAHİSİ, GÖZ, ÜROLOJİ, NÖROLOJİ, BEYİN CERRAHİSİ,
5	20200800146	FARSIMA	ABDIPOUR VOSTA	Dönem 4 pediatri stajını tamamladıktan sonra dönem 5 olacak
6	20200800109	ILGIN	TOKBAY	
7	20200800083	IRMAK	YILDIZ	
8	20200800077	MURAT	YALÇIN	
9	20190800098	ZEHRA	ERASLAN	
10	20200800072	DORUK	SEÇKİNER	
11	20200800086	ELİF	ÇAPANOĞLU	
12	20200800059	PINAR	DÜNDAR	
13	20200800040	AYKUT	AKSAN	
14	20200800062	NEVZAT ANIL	AKCAN	
15	20200800052	BORA	TEZER	
16	20200800102	ZEYNEP SUDE	ŞAHİN	
	20230800016	BAHAR BAŞAK	AYDIN	GRUP 1 İLE ORTOPEDİ, FTR VE ENFEKSİYON HAST. STAJLARINI TAMAMLAYACAK
	20230800026	ZEYNEP BETÜL	KİRAZ	GRUP 1 İLE ORTOPEDİ, FTR VE ENFEKSİYON HAST. STAJLARINI TAMAMLAYACAK
	20230800024	DİLARA	KARABULUT	GRUP 1 İLE ORTOPEDİ, FTR VE ENFEKSİYON HAST. STAJLARINI TAMAMLAYACAK

GRUP 2				Explanations
1	20200800073	ERGE	DOĞAN	
2	20230800015	BUSENUR	KARA	
3	20200800130	BAHAR	ALI NEJAD	
4	20200800097	İREM NUR	BELEVİ	
5	20210800028	EYLÜL	MUTLU	
6	20200800078	GÜLSÜM BUSE	DEMİR	
7	20200800085	BERKE	GÖKYAYLA	
8	20200800123	BERKİN	AKDAĞLI	
9	20200800074	BARTU KAYA	BEYZADEOĞLU	
10	20200800057	MEHMET AYDIN	BOYRAZ	
11	20220800043	ELİF EZGİ	KARAGÖZ	
12	20220800141	BENGİSU	BOYRAZ	
13	20180800065	ALPEREN	EDİŞ	
14	20200800054	ALP	SARANDÖL	
15	20200800091	SEVİNÇ BURCU	AYDIN	
16	20190800123	RAMISH MEHMOOD	SHAIKH	grup 2 ile psikiyatri, çocuk psikiyatrisi stajlarını yapacak
17	20210800019	METİN	ÇİNÇİN	grup 2 ile göz stajını alacak.
GRUP 3				Explanations
1	20200800051	EBRAR BEYZA	AYDIN	
2	20200800095	ABİDİN EFE	ÖZGÜN	
3	20190800065	SUDE	KARAKUŞ	
4	20200800099	CEREN ELİF	ÜNALMIŞ	
5	20200800045	ÖZGE	GÜRBÜZ	
6	20200800020	DEFNE SELMA	ŞENGÜN	
7	20200800103	CANSU	ERLİK	
8	20190800079	GÜLBeyAZ BETÜL	ERSOY	
9	20210800036	ESRA	GÜNEY	
10	20200800060	KIVANÇ	GÖKTÜRK	
11	20210800035	ASLI	ERKAN	
12	20190800042	GÖRKEM	ÇALIŞKAN	
13	20210800025	EFE	EKREN	
14	20200800112	SELEN	EYYUPOĞLU	
15	20230800020	BERİN SÜEDA	GENÇ	
16	20200800047	GÖKSU	BALCI	
	20190800015	ZEYNEP	ÇOLAKOĞLU	grup 3 ile anestezi stajını tamamladıktan sonra intörn olacak
	20180800081	YAĞMUR NİSA	DURSUN	grup 3 ile anestezi stajını tamamladıktan sonra intörn olacak

GRUP 4				Explanations
1	20200800021	ONGUN NOYAN	TUNCER	
2	20200800116	YİĞİT	ÇİLAN	
3	20200800082	ASLI NAZLI	EKŞİ	
4	20200800028	PETEK	FETTAHLIOĞLU	
5	20200800069	İLDEM ÖYKÜ	ATAŞ	
6	20200800079	DOĞUKAN	KURT	
7	20200800098	DOĞA	TAŞ	
8	20200800080	ZEYNEP	HACIKAMİLOĞLU	
9	20200800104	DOĞA	GÜNGÖR	
10	20200800041	İDİL	KASAP	
11	20200800055	ZEYNEP EKİN	KAYA	
12	20200800088	GÜL	URAL	
13	20200800076	İLAYDA NUR	KILIÇ	
14	20200800075	ZEYNEP	KIZMAZ	
15	20170800018	BARKIN	KAHVECİGİL	grup 4 ile nöroloji, beyin cerrahisi, psikiyatri, çocuk psikiyatrisi, anestezi, farmakoloji, adli tıp, genetik, seçmeli staj, ortopedi, ftr dermatoloji stajlarını tamamlayacak
16	20190800123	RAMISH MEHMOOD	SHAIKH	grup 4 ile kbb stajını yapacak
17	20200800084	BENSU	YETİK	
18	20200800090	NEHİR	YARAMAN	
		GÖKTUĞ	TERZİBAŞ	G4 İLE NÖROLOJİ
GRUP 5				Explanations
1	20190800089	BARIŞ	SÖNMEZ	
2	20190800095	MUHAMMET	SAATÇİ	
3	20200800111	IRMAK	ÖĞRETMEN	
4	20200800121	TUANA	AKSU	
5	20190800053	MEHMET OĞULCAN	GİRAY	
6	20190800030	ATAKAN	BABAGİRAY	
7	20200800065	BEHİRE FEM	ÇELİK	
8	20190800047	ANIL	NUMANOĞLU	
9	20190800026	ROJHAT ÇIRAK	OLCAY	
10	20190800074	YAĞMUR	ÖZKAN	
11	20190800081	ÖNAL EFEHAN	ÖZKAN	
12		EDA	KOÇ	22748714094
13	20200800015	ECE	ÖZTARHAN	
14	20200800093	ZEYNEP DOĞA	YAPICI	

GRUP 6				Explanations
1	20210800004	SELİN DZAHİT	YUKSEL	
2	20200800066	YUSUF EFE	ÖZSOY	
3	20200800001	SUDE	ÇAPRAZ	
4	20190800056	ZEYNEP SELENE	İSKİT	
5	20190800064	MERVE BENGÜSÜ	AKIN	
6	20200800096	SİMGE SU	SÖZÜTEK	
7	20190800102	TUĞÇE	UĞUR	KARDİYOLOJİ STAJINI TAMAMLADIKTAN SONRA DÖNEM 5 OLACAK
8	20210800034	VENÜS	ŞAHİN	
9	20200800049	AYÇA	KAHRAMAN	
10	20200800070	SERRA	TAŞÇI	
11	20200800048	İREM NUR	ATILLA	
12	20200800044	MAYA	SARIOĞLU	
13	20200800071	ELİF	KESKİNEL	
	20230800018	ÖYKÜ	ALEMDAR	GRUP 6 İLE KBB,ÇOCUK CERRAHİSİ,GÖZ TIP STAJLARINI TAMAMLAYACAK
GRUP 7				Explanations
1	20190800033	FARUK MAHMUT	ALKAN	
2	20200800108	EGEMEN	YÜKSEL	
3	20200800110	DENİZ CAN	TEMEL	
4	20190800028	EMRE	ATALAY	
5	20190800029	HALİLCAN	ARPACI	
6	20200800118	ENES EMRE	YILDIRIM	
7	20200800063	GÜLCE	YALÇIN	
8	20200800067	ECE	YAVUZ	
9	20190800059	HİLAL	YILMAZ	
10	20200800058	MELİSA	YILDIRIM	
11	20200800092	EFE	AKDENİZ	
12	20190800101	ÖMER ŞAMİL	YILMAZ	
13	20190800091	MÜCAHİT	YILDIRA	
14	20230800028	ERDEM	SAMANCI	
15	20210800019	METİN	ÇİNÇİN	grup 7 ile dermatoloji, enfeksiyon hastalıkları, kbb, çocuk cerrahisi, üroloji, nöroloji, beyin cerrahisi,anestezi, radyoloji, tıbbi genetik stajlarını alacak 21 MART 2025 DÖNEM 5 STAJLARI BİTERSE İBNTÖRN OLACAK

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 beginning of the spring semester.
2. Students are required to attend the session.
3. The phase coordinator will monitor the session. If necessary the dean, vice deans and heads of the educational boards will attend to the session.
4. All faculty members will be invited to the session.

Implementation:

Before the Session

1. Phase coordinator will report the results of the improvements of the educational program.
2. The program improvements report has three parts. The first part of the report includes improvements that have been completed, and those that are currently in progress. The second part of the report includes, improvements that are planned in medium term, and the third part of the report includes, improvements that are planned in 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 absentism 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 lose any academic and non academic scholarships given by the Yeditepe University **for up to four years**. The appropriate sanctions are determined by the Yeditepe University administration according to egregiousness of the Policy violation.

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)

OPHTHALMOLOGY (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)

- **THE LIFE STYLE MEDICINE**
- **CLINICAL MICROBIOLOGY**
- **CLINICAL IMMUNOLOGY**
 - **INTENSIVE CARE**
 - **SURGICAL 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 <i>At the end of this term, student should be able to:</i>	
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. describe congenital pediatric orthopedic problems and general treatment strategies
	4. describe physiopathological causes of degenerative of the joints and spine and optimal managements
	5. describe degenerative spinal disorders, spine deformities and traumatic spine disorders
	6. explain diagnostic and therapeutic modalities in sports injury
	7. classify classification, diagnosis and treatment modalities in musculoskeletal
	8. explain ethiopathogenesis 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-2020 BASIC 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	4
Transportation of amputated limb after trauma	4
Superficial suturing and removal of sutures	4
Hand washing	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	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 <i>Gökhan Meriç</i>	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 <i>Budak Akman</i>	Lecture Pelvic Fractures <i>Gökhan Meriç</i>	Lecture Congenital Anomalies of the Lower Extremity <i>Burak Çağrı Aksu</i>	Lecture Dislocations and Fractures of the Upper Extremity <i>Ömer Yonga</i>	Lecture Disorders of the Foot and Ankle in Adults <i>Burak Çağrı Aksu</i>
11.50-14.00	Lunch	Lunch	Lunch	Lunch	Lunch
14.00-14.50	Lecture Osteomyelitis <i>Budak Akman</i>	Lecture Shoulder and Elbow Disorders <i>Hasan Bombacı</i>	Lecture Pes Equinovarus <i>Burak Çağrı Aksu</i>	Lecture Septic Arthritis <i>Budak Akman</i>	Lecture Open Fractures <i>Gökhan Meriç</i>
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 <i>Hasan Bombacı</i>	Lecture Osteoarthritis, <i>Burak Çağrı Aksu</i>	Lecture Shoulder Disorders <i>Hasan Bombacı</i>	Lecture Arthroscopy, Cartilage Biology and Injuries <i>Hasan Bombacı</i>	Lecture Hand Surgery <i>Gökhan Meriç</i>
11.50-14.00	Lunch	Lunch	Lunch	Lunch	Lunch
14.00-14.50	Lecture Osteoporosis, Avascular Necrosis of the Bone <i>Ömer Yonga</i>	Lecture Perthes Disease, <i>Ömer Yonga</i>	Lecture Knee Problems in Sports Medicine <i>Hasan Bombacı</i>	Lecture Cerebral Palsy <i>Burak Çağrı Aksu</i>	Lecture Dislocations and Fractures of the Lower Extremity, <i>Hasan Bombacı</i>
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 <i>Ömer Yonga</i>	Lecture Spinal Trauma and Fractures <i>Burak Çağrı Aksu</i>	Lecture Elbow Disorders <i>Burak Çağrı Aksu</i>	Lecture Arthroplasty <i>Burak Çağrı Aksu</i>	
11.50-14.00	Lunch	Lunch	Lunch	Lunch	Lunch
14.00-14.50	Lecture Malignant Tumors of the Bone <i>Ömer Yonga</i>	Lecture Pediatric Fractures. <i>Ömer Yonga</i>	Lecture Fracture Healing <i>Budak Akman</i>	Lecture Scoliosis <i>Gökhan Meriç</i>	Program evaluation Session Review of the Exam Questions, Evaluation of the Program <i>Gökhan Meriç</i>
15.00-15.50	Clinical Skills Learning (Cast Application)	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 <i>Aim of this clerkship is to;</i>
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 <i>At the end of this term, student should be able to:</i>	
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-2020 BASIC 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 patient file	2
Referring patient appropriately	2
Preparing medical reports and notice	2
Writing prescription	2
Filling laboratory request form	3
Interpretation of screening and diagnostic examination results	2
Stabilization of psychiatric emergency patient	2
Suicide intervention	2
Psychiatric examination	3
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 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) <i>Okan Taycan</i>	Lecture Obsessive Compulsive Disorder <i>Naz B. Akbaş</i>	Lecture Psychiatric Assessment of a Patient Signs and Symptoms in Psychiatry <i>Hakan Atalay Serhat Tunç</i>	Lecture Somatic Symptom Disorders Eating Disorders <i>Naz B. Akbaş</i>	Independent Learning
11:00-12:00	Lecture Schizophrenia and Other Psychoses <i>Okan Taycan</i>	Lecture Delirium and Other Cognitive Disorders <i>Naz B. Akbaş</i>	Lecture Bipolar Disorders Major Depressive Disorder <i>Hakan Atalay</i>	Lecture Substance Related Disorders <i>Naz B. Akbaş</i>	Independent Learning
12:00-13:00	Lunch	Lunch	Lunch	Lunch	Lunch
13:00-14:30	Lecture Personality Disorders <i>Okan TaycanOkan Taycan</i>	Psychiatry Dep. Journal Club <i>Hakan Atalay</i>	Lecture Anxiety Disorders <i>Hakan Atalay</i>	Independent Learning <i>Hakan Atalay</i>	Independent Learning <i>Naz B. Akbaş</i>
14:45-16:15	Lecture Trauma and related disorders Dissociative Disorders <i>Okan TaycanOkan Taycan</i>	Independent Learning <i>Okan Taycan</i>	Lecture Psychiatric Emergencies & Suicide <i>Hakan Atalay</i>	Independent Learning	Independent Learning <i>Naz B. Akbaş</i>
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
10:45-12:00	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 <i>Naz B. Akbaş</i> <i>Okan Taycan</i> <i>Hakan Atalay</i>
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 <i>Aim of this clerkship is to;</i>
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 <i>At the end of this term, student should be able to:</i>	
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
ATTITUDES	9. maintain empathy and effective communication with patient and
	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

NCC-2020 BASIC MEDICAL PROCEDURES (Child And Adolescent Psychiatry)	Performance Level
General and symptom-based patient interview	4
Assessing mental status	3
Psychiatric history taking	3
Consciousness assessment and mood state examination	4
Preparing patient file	4
Stabilization of psychiatric emergency patient	2
Suicide intervention	2

Week 1

	Monday	Tuesday	Wednesday	Thursday	Friday
09.00- 09.50	Lecture Introduction to Child and Adolescent Psychiatry <i>Oğuzhan Zahmacioğlu</i>	Lecture Normal Development In Adolescence <i>Oğuzhan Zahmacioğlu</i>	Lecture Anxiety Disorders <i>Oğuzhan Zahmacioğlu</i>	Lecture Child Abuse and Neglect <i>Oğuzhan Zahmacioğlu</i>	Assessment Session
10.00- 10.50	Lecture Assessing Families <i>Oğuzhan Zahmacioğlu</i>	Lecture Attention Deficit Hyperactivity Disorder <i>Oğuzhan Zahmacioğlu</i>	Lecture Autism Spectrum Disorders <i>Oğuzhan Zahmacioğlu</i>	Lecture Pharmacologic Treatments <i>Oğuzhan Zahmacioğlu</i>	
11.00-11.50	Lecture Understanding Normal and Deviant Mental Development <i>Oğuzhan Zahmacioğlu</i>	Lecture Mood Disorders in Childhood and Adolescence <i>Oğuzhan Zahmacioğlu</i>	Lecture Intellectual Disability <i>Oğuzhan Zahmacioğlu</i>	Lecture Psychotherapies <i>Oğuzhan Zahmacioğlu</i>	
12.00- 12.50	Lunch	Lunch	Lunch	Lunch	Lunch
13.00- 13.50	Clinical Experience (Outpatient) <i>Oğuzhan Zahmacioğlu</i>	Clinical Experience (Outpatient) <i>Oğuzhan Zahmacioğlu</i>	Clinical Experience (Outpatient) <i>Oğuzhan Zahmacioğlu</i>	Clinical Experience (Outpatient) <i>Oğuzhan Zahmacioğlu</i>	Program Evaluation Session Review of the Exam Questions, Evaluation of the Program <i>Oğuzhan Zahmacioğlu</i>
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: Uğur Türe, MD Prof.
Ahmet Hilmi Kaya, MD Prof.
Aikaterini Panteli, MD Assist. Prof.

CLERKSHIP	NEUROSURGERY <i>Aim of this clerkship is to;</i>
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 <i>At the end of this term, student should be able to:</i>	
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 plelegic 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, apply corset in spinal trauma and know how to
	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-2020 BASIC MEDICAL PROCEDURES (Neurosurgery)	Performance Level
General and symptom-based history taking	3
Mental status evaluation	3
Consciousness assessment and psychiatric examination	3
Neurological examination	3
Preparing patient file	3
Ability to prescription	3
Glasgow-coma-scale assessment	3
Appropriate patient transportation	3
Giving patient recovery position	3
Performing lumbar puncture	1
Minimal status examination	1
Cervical collar application	3
Superficial suturing and removal of sutures	1
“Airway” manipulation	3
Preparing patient file	4
Writing prescription	2
Preparing medical reports and notice	2
Intubation	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	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 <i>Aikaterini Panteli</i>	Lecture Head Trauma <i>Aikaterini Panteli</i>	Lecture Degenerative Spinal Disease 1 <i>Ahmet Hilmi Kaya</i>	Lecture Intracranial Tumors 1 <i>Uğur Türe</i>	Lecture Vascular Neurosurgery 1 <i>Uğur Türe</i>
11.00- 11.50	Lecture Neuroanatomy Review <i>Aikaterini Panteli</i>	Lecture Spinal Trauma <i>Aikaterini Panteli</i>	Lecture Degenerative Spinal Disease 2 <i>Ahmet Hilmi Kaya</i>	Lecture Intracranial Tumors 2 <i>Uğur Türe</i>	Lecture Vascular Neurosurgery 2 <i>Uğur Türe</i>
12.00 - 13.00	Lunch	Lunch	Lunch	Lunch	Lunch
13.00- 13.50	Lecture Neurological examination of the neurosurgical patient <i>Aikaterini Panteli</i>	Lecture Intracranial hypertension <i>Ahmet Hilmi Kaya</i>	Lecture Spinal Tumors <i>Ahmet Hilmi Kaya</i>	Lecture Spinal Stenosis <i>Ahmet Hilmi Kaya</i>	Lecture Pediatric Neurosurgery <i>Aikaterini Panteli</i>
14.00 – 14.50	Lecture Neurological examination of the neurosurgical patient <i>Aikaterini Panteli</i>	Lecture Hydrocephalus <i>Ahmet Hilmi Kaya</i>	Lecture Spinal Tumors <i>Ahmet Hilmi Kaya</i>	Lecture Spondylolisthesis <i>Ahmet Hilmi Kaya</i>	Lecture Pediatric Neurosurgery <i>Aikaterini Panteli</i>
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

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

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 <i>Aim of this clerkship is to;</i>
AIM	1. to convey necessary knowledge on pathology, symptomatology, clinics and pharmacology of neurologic diseases, 2. to equip with skills and attitudes required for an appropriate approach to management of neurologic patients
LEARNING OBJECTIVES <i>At the end of this term, student should be able to:</i>	
KNOWLEDGE	1. describe anatomy of the cranial nerves and symptoms of cranial nerve palsy
	2. classify neurological motor and sensory system examination
	3. describe physiologies and pathologies of the consciousness (coma state), explain mechanisms of coma occurrence, neurological examination of coma patient, diagnostic methods of coma, and treatment options of unconscious patient
	4. state signs and symptoms of spinal cord diseases including partial or complete spinal cord involvement, neurological symptoms 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 differential 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 lower extremities, explain assessment 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 neurologic diseases on personal health
	24. judge the importance of emergency cases and to refer the cases in appropriate condition
	25. be alert to neurologic problems of systemic diseases
	26. demonstrate professional behaviour in relations with patients, families and healthcare staff

NCC-2020 BASIC MEDICAL PROCEDURES (Neurology)	Performance Level
General and symptom-based history taking	4
Mental status evaluation	3
Consciousness assessment and psychiatric examination	3
Writing prescription	2
Eye, fundus examination	3
Neurological examination	4
Performing lumbar puncture	2
Minimal status examination	3
Preparing patient file	3
Musculoskeletal system examination	3
Glasgow-coma-scale assessment	3
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 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 <i>Rana Karabudak</i>	Case Studies
10.30- 11.20	Lecture Semiology <i>Pelin Doğan Ak</i>	Lecture Medula Spinalis disorders <i>Berrin Aktekin</i>	Clinical Experience (Neurology Policlinic)	Lecture Basics of Neuroimmunology <i>Rana Karabudak</i>	Clinical Experience (Outpatient)
11.30- 12.00	Lecture Coma <i>Leyla Ramazanoğlu</i>	Lecture Epilepsy <i>Berrin Aktekin</i>	Lecture CNS infections <i>Yüksel Dede</i>	Lecture Demyelinating Disorders I <i>Rana Karabudak</i>	Student Group Study
12.00- 12.50	Lunch	Lunch	Lunch	Lunch	Lunch
13.00- 13.50	Lecture Sleep Disorders <i>H. Rengin Bilgen Akdeniz</i>	Lecture Epilepsy <i>Berrin Aktekin</i>	Lecture Dementia <i>Yüksel Dede</i>	Lecture Demyelinating Disorders II <i>Rana Karabudak</i>	Lecture Cerebrovascular Disorders <i>Işıl Kalyoncu Aslan</i>
14.00- 14.50	Lecture Peripheral Nerve Disorders <i>Eren Gözke</i>	Lecture EEG <i>Berrin Aktekin</i>	Lecture Extrapyramidal Disorders <i>Yüksel Dede</i>	Lecture Neuromuscular Junction Disorders <i>Rana Karabudak</i>	Lecture Motor neuron disorders <i>Burcu Bulut Okay</i>
15.00- 15.50		Clinical Experience (Neurology polyclinic)			Lecture Haedaches <i>H. Rengin Bilgen Akdeniz</i>

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	<i>Clinical Experience (Outpatient)</i>	<i>Clinical Experience (Outpatient)</i>	<i>Clinical Experience (Outpatient)</i>	<i>Clinical Experience (Outpatient)</i>	<i>Clinical Experience (Outpatient)</i>
14.00- 14.50	<i>Clinical Experience (Outpatient)</i>	<i>Clinical Experience (Outpatient)</i>	Clinical Experience (Outpatient)	<i>Clinical Experience (Outpatient)</i>	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

	Monday	Tuesday	Wednesday	Thursday	Friday
09.00- 09.50	Journal Club	Clinical Experience (Outpatient)	Clinical Experience (Outpatient) Neurologic Exam And Semiology	Clinical Experience (Outpatient)	Independent Learning
10.00- 10.50					Assessment Session Oral Exam
11.00-11.20					
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 Written Exam
14.00- 14.50	Clinical Experience <i>H. Rengin Bilgen Akdeniz</i>	Clinical Experience <i>Y. Dede</i>	Clinical Experience <i>B. Aktekin</i>	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					

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	OPHTHALMOLOGY <i>Aim of this clerkship is to;</i>
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
<i>At the end of this term, student should be able to:</i>	
KNOWLEDGE	1. Describe anatomy of eye and appendages 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 emergency cases and to refer the cases in appropriate condition. 3. Be alert to eye problems of systemic diseases. 4. Demonstrate professional behaviour in relations with patients, families and healthcare staff

NCC-2020 BASIC MEDICAL PROCEDURES (Ophthalmology)	Performance Level
Eye examination	3
Fundus examination	3
Removal of foreign body from the eye	2

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%

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 <i>Özge Yabaş Kızıloğlu</i>		Lecture Methods of Examination <i>İlke Bahçeci Şimşek</i>		
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 <i>Alp Kayıran</i>	Lecture Conjunctiva <i>Beril Küçümen</i>	Lecture Cornea <i>Alp Kayıran</i>	Lecture Tear Film and Lacrimal Apparatus <i>İlke Bahçeci Şimşek</i>
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 <i>Vildan Öztürk</i>		
11.00-11.20			CBL Eye emergency <i>Vildan Öztürk</i>		
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 <i>Beril Küçümen</i>	Lecture Retinal Detachment and Intraocular Tumours <i>Sinan Tatlıpınar</i>	Lecture Contact Lens and Refractive Surgery <i>Vildan Öztürk</i>	Lecture Diseases of the Lens <i>Beril Küçümen</i>	Lecture Uveal Tract <i>Beril Küçümen</i>
14.00- 14.50	Lecture ³ Lids and Orbit <i>İlke Bahçeci Şimşek</i>	Lecture ³ Retinal Vascular Diseases <i>Sinan Tatlıpınar</i>	Clinical Experience1 (Outpatient)	Lecture ³ Ocular Manifestations of Systemic Diseases <i>Alp Kayıran</i>	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- 09.50	Journal Club	Clinical Experience (Outpatient)	Clinical Experience (Outpatient) Neurologic Exam And Semiology	Clinical Experience (Outpatient)	Independent Learning
10.00- 10.50					Assessment Session Oral Exam
11.00-11.20					
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 Written Exam
14.00- 14.50	Clinical Experience <i>H. Rengin Bilgen Akdeniz</i>	Clinical Experience <i>Y. Dede</i>	Clinical Experience <i>B. Aktekin</i>	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	Program Evaluation Session Review of the Exam Questions, Evaluation of the Program (Neurologist in charge)
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

Yavuz Selim Pata, MD Prof

Nihal Seden Boyoğlu, MD Assoc. Prof

Meltem Bozacı Kılıçoğlu, MD specialist

Ömer Faruk Birkent (Audiologist), MSc

CLERKSHIP	OTORHINOLARYNGOLOGY <i>Aim of this clerkship is to;</i>
AIM	convey necessary knowledge on historical development of otorhinolaryngology, current and future applications of diagnostic and treatment methods, convey necessary knowledge on clinical conditions related to otorhinolaryngology (<i>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</i>), equip students <i>with</i> knowledge, skills and attitudes required to manage clinical conditions related to otorhinolaryngology at primary care setting
<i>At the end of this term, student should be able to:</i>	
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 malignant tumors at basic level in oropharyngeal diseases
	K.5. distinguish between benign and malignant tumors at basic level in nasopharyngeal diseases
	K.6. describe diagnosis and medical treatment of paranasal sinus diseases
	K.7. explain interventions to otorhinolaryngological 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 malignant 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 emergency 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) <i>İlhan Topaloğlu</i>	Lecture <i>Acute Otitis Media</i> <i>İlhan Topaloğlu</i>	Lecture <i>Hearing Loss</i> <i>Müzeyyen Doğan</i>	Lecture <i>Vertigo</i> <i>Nihal Seden Boyoğlu</i>	Lecture <i>Diseases of the Oral Cavity</i> <i>Meltem Bozacı Kılıçoğlu</i>
10.00 -10.50	Lecture <i>Anatomy and Physiology of the Ear</i> <i>Müzeyyen Doğan</i>	Lecture <i>Chronic Otitis Media</i> <i>İlhan Topaloğlu</i>	Lecture <i>Hearing Loss</i> <i>Müzeyyen Doğan</i>	Lecture <i>Tinnitus</i> <i>Nihal Seden Boyoğlu</i>	Lecture <i>Diseases of the Oropharynx</i> <i>Meltem Bozacı Kılıçoğlu</i>
11.00 -11.50	Clinical Experience (Outpatient) <i>Müzeyyen Doğan</i>	Clinical Experience (Outpatient) <i>İlhan Topaloğlu</i>	Clinical Experience (Outpatient) <i>Müzeyyen Doğan</i>	Clinical Experience (Outpatient) <i>Nihal Seden Boyoğlu</i>	Clinical Experience (Outpatient) <i>Nihal Seden Boyoğlu</i>
12.00 -12.50	Luch	Luch	Luch	Luch	Luch
13.00 -13.50	Clinical Experience (Outpatient) <i>Müzeyyen Doğan</i>	Clinical Experience (Outpatient) <i>İlhan Topaloğlu</i>	Clinical Experience (Outpatient) <i>Müzeyyen Doğan</i>	Clinical Experience (Outpatient) <i>Nihal Seden Boyoğlu</i>	Clinical Experience (Outpatient) <i>Nihal Seden Boyoğlu</i>
14.00 -14.50	Clinical Experience (Outpatient) <i>Müzeyyen Doğan</i>	Clinical Experience (Outpatient) <i>İlhan Topaloğlu</i>	Clinical Experience (Outpatient) <i>Müzeyyen Doğan</i>	Clinical Experience (Outpatient) <i>Nihal Seden Boyoğlu</i>	Clinical Experience (Outpatient) <i>Nihal Seden Boyoğlu</i>
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 <i>Rhinitis and Sinusitis</i> <i>Yavuz Selim Pata</i>	Lecture <i>Salivary Gland Diseases</i> <i>Zeynep Alkan</i>	Lecture <i>Anatomy and Physiology of the Larynx</i> <i>Müzeyyen Doğan</i>	Lecture <i>Essential audiology and Newborn hearing screen</i> <i>Ömer Faruk Birkent</i>	Lecture <i>Lymph Nodes Pathologies and Neck Masses</i> <i>Zeynep Alkan</i>
10.00-10.50	Lecture <i>Rhinitis and Sinusitis</i> <i>Yavuz Selim Pata</i>	Lecture <i>Sleep Apnea, Snoring and their Treatments</i> <i>Ilhan Topaloğlu</i>	Lecture <i>Malignant Tumors of the Larynx</i> <i>Nihal Seden Boyoğlu</i>	Lecture <i>Essential audiology and Newborn hearing screen</i> <i>Ömer Faruk Birkent</i>	Lecture <i>Lymph Nodes Pathologies and Neck Masses</i> <i>Zeynep Alkan</i>
11.00 -11.50	Clinical Experience (Outpatient) <i>Meltem Bozacı Kılıçoğlu</i>	Clinical Experience (Outpatient) <i>Zeynep Alkan</i>	Clinical Experience (Outpatient) <i>Müzeyyen Doğan</i>	Clinical Experience (Outpatient) <i>Ömer Faruk Birkent</i>	Clinical Experience (Outpatient) <i>Zeynep Alkan</i>
12.00 -12.50	Lunch	Lunch	Lunch	Lunch	Lunch
13.00 -13.50	Clinical Experience (Outpatient) <i>Meltem Bozacı Kılıçoğlu</i>	Clinical Experience (Outpatient) <i>Zeynep Alkan</i>	Clinical Experience (Outpatient) <i>Müzeyyen Doğan</i>	Clinical Experience (Outpatient) <i>Ömer Faruk Birkent</i>	Clinical Experience (Outpatient) <i>Zeynep Alkan</i>
14.00 -14.50	Clinical Experience (Outpatient) <i>Meltem Bozacı Kılıçoğlu</i>	Clinical Experience (Outpatient) <i>Zeynep Alkan</i>	Clinical Experience (Outpatient) <i>Müzeyyen Doğan</i>	Clinical Experience (Outpatient) <i>Ömer Faruk Birkent</i>	Clinical Experience (Outpatient) <i>Zeynep Alkan</i>
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 <i>Ent Emergencies</i> Meltem Bozacı Kılıçoğlu	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 <i>Ent Emergencies</i> Meltem Bozacı Kılıçoğlu	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 Kılıçoğlu	Clinical Experience (Outpatient) Meltem Bozacı Kılıçoğlu	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 Kılıçoğlu	Clinical Experience (Outpatient) Meltem Bozacı Kılıçoğlu	Clinical Experience (Outpatient) Müzeyyen Doğan	Clinical Experience (Outpatient) Müzeyyen Doğan	Program Evaluation Session <i>Review of the Exam Questions</i> <i>Evaluation of the Program</i> Müzeyyen Doğan
14.00 -14.50	Clinical Experience (Outpatient) Meltem Bozacı Kılıçoğlu	Clinical Experience (Outpatient) Meltem Bozacı Kılıçoğlu	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 <i>Aim of this clerkship is to;</i>
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 <i>At the end of this term, student should be able to:</i>	
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-2020 BASIC MEDICAL PROCEDURES (Dermatology)	Performance Level
General and symptom-based history taking	3
Skin examination	4
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) <i>Oktay Taskapan</i>	Clinical experience (Outpatient) <i>Oktay Taskapan</i> <i>Asuman Cömert Erkılınç</i> <i>Özlem Akın</i>	Clinical experience (Outpatient) <i>Oktay Taskapan</i> <i>Asuman Cömert Erkılınç</i> <i>Özlem Akın</i>	Independent Learning	Lecture Precancerous skin disorders <i>Asuman Cömert Erkılınç</i>		
10.00- 10.50	Lecture Basic Structure & function of the skin and cutaneous signs <i>Oktay Taskapan</i>				Lecture Non-melanoma skin cancers <i>Asuman Cömert Erkılınç</i>		
11.00- 11.50	Lecture Principles of dermatologic diagnosis <i>Oktay Taskapan</i>				Lecture Behçet's syndrome <i>Asuman Cömert Erkılınç</i>		
12.00- 12.50	Lunch	Lunch	Lunch	Lunch	Lunch		
13.00- 13.50	Clinical experience (Outpatient) <i>Oktay Taskapan</i> <i>Asuman Cömert Erkılınç</i> <i>Özlem Akın</i>	Clinical experience (Outpatient) <i>Oktay Taskapan</i> <i>Asuman Cömert Erkılınç</i> <i>Özlem Akın</i>	Lecture Bacterial skin infections <i>Özlem Akın</i>	Clinical experience (Outpatient) <i>Asuman Cömert Erkılınç</i> <i>Özlem Akın</i>	Lecture Contact dermatitis <i>Oktay Taskapan</i>		
14.00- 14.50					Lecture Parasitic skin diseases <i>Özlem Akın</i>	Lecture Urticaria and angioedema <i>Oktay Taskapan</i>	
15.00- 15.50							
16.00- 16.50							
17.00-17.50							

2nd Week

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

3rd Week

	Monday	Tuesday	Wednesday	Thursday	Friday
09.00- 09.50	Clinical experience (Outpatient) <i>Oktay Taskapan</i> <i>Asuman Cömert Erkiliñ</i> <i>Özlem Akın</i>	Lecture Treatment modalities in dermatology <i>Asuman Cömert Erkiliñ</i>	Clinical experience (Outpatient) <i>Oktay Taskapan</i> <i>Asuman Cömert Erkiliñ</i> <i>Özlem Akın</i>	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 <i>Oktay Taskapan</i>	Clinical experience (Outpatient) <i>Oktay Taskapan</i> <i>Asuman Cömert Erkiliñ</i> <i>Özlem Akın</i>	Lecture Melanocytic naevi and neoplasms <i>Özlem Akın</i>	Seminars	
14.00- 14.50					
15.00- 15.50	Lecture Connective tissue diseases <i>Oktay Taskapan</i>		Lecture Cutaneous tuberculosis and leprosy <i>Özlem Akın</i>		
16.00- 16.50					
17.00-17.50					

PHYSICAL MEDICINE AND REHABILITATION TRAINING PROGRAM

(2 weeks)

YEDİTEPE UNIVERSITY HOSPITAL

Head of the Department:.

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

Head of the Department: İlknur Aktaş, MD Prof.

Lecturer: Feyza Akan Begoğlu, MD

CLERKSHIP	PHYSICAL MEDICINE and REHABILITATION <i>Aim of this clerkship is to;</i>
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 <i>At the end of this term, student should be able to:</i>	
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. troubleshoot 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-2020 BASIC MEDICAL PROCEDURES (Physical Medicine and Rehabilitation)	Performance Level
General and symptom-based history taking	4
Reporting of legally notifiable diseases	4
Rational drug use	4
Filling laboratory request form	3
Appropriate patient transportation	4

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 <i>Y.E. Doğan</i>	Lecture Rehabilitation of Neurologic Diseases <i>D.Ş.Karamanlioğlu</i>	Lecture Inflammatory Joint Diseases <i>F.A.Begoğlu</i>	Lecture Therapeutic Exercises <i>G. Öztürk</i>	Ward Round Inpatient (FSM)
10.00 - 10.50	Lecture Musculoskeletal (Locomotor) System Symptoms and Signs <i>Y.E. Doğan</i>	Lecture Rehabilitation of Neurologic Diseases <i>D.Ş.Karamanlioğlu</i>	Lecture Spondyloarthropathies <i>F.A.Begoğlu</i>	Lecture Pain Pathophysiology, Classification and Treatment <i>G. Öztürk</i>	Ward Round Inpatient (FSM)
11.00-11.50	Lecture Musculoskeletal (Locomotor) System Examination <i>Y.E. Doğan</i>	Lecture Rehabilitation of Diseases of Spine and Spinal Cord <i>D.Ş.Karamanlioğlu</i>	Lecture Spondyloarthropathies <i>F.A.Begoğlu</i>	Lecture Drug Use in Musculoskeletal System Disorders <i>G. Öztürk</i>	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)	Lecture Radiologic Evaluation of Musculoskeletal Disorders (YU)	Lecture Degenerative Arthritis (YU)	Lecture Peripheral Nerve Diseases <i>M.Y. Kaysın</i>	Clinical Experience (Outpatient) (FSM)
15.00–15.50	Lecture Differential Diagnosis and Treatment of Low back and Lower Extremity Pain (YU) ...	Lecture Physical Agents, Orthotic and Prosthetic Use in Rehabilitation <i>M.Y. Kaysın</i>	Lecture Osteoporosis and Metabolic Diseases <i>Y.E. Doğan</i>	Lecture Peripheral Nerve Diseases <i>M.Y. Kaysın</i>	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 Injury 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)	Practical Education Therapeutic Exercises (YU)	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: Melih Topcuoğlu, MD. Prof.
Gazanfer Ekinçi, MD Prof.
Ayşegül Görmez, MD Assist. Prof.
Sunel Kaynar, MD
Ezgi Kartal, MD

CLERKSHIP	RADIOLOGY <i>Aim of this clerkship is to;</i>
AIM	equip students with necessary knowledge and skills to recognize indications of basic and most commonly used radiological modalities, equip students with necessary knowledge and skills to evaluate results of basic and most commonly used radiological modalities
LEARNING OBJECTIVES <i>At the end of this term, student should be able to:</i>	
KNOWLEDGE	1. outline basic knowledge on physical principles and mechanisms 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, musculoskeletal 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-2020 BASIC MEDICAL PROCEDURES (Radiology)	Performance Level
Ability to assess X-rays	3
Appropriate patient transportation	4

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)	Lecture Neuroradiology <i>Gazanfer Ekinçi</i>	Lecture Gastrointestinal and Hepatobiliary Imaging <i>Ayşegül Görmez</i>	Lecture Breast Imaging <i>Lecturer</i>	Independent Learning
10.00- 10.50	Lecture Radiation Physics	Lecture Imaging of Head & Neck <i>Gazanfer Ekinçi</i>	Lecture Gastrointestinal and Hepatobiliary Imaging <i>Ayşegül Görmez</i>	Lecture PA Chest Radiography <i>Lecturer</i>	
11.00- 11.50	Lecture X-Ray Safety and Protection	Lecture Spinal Imaging <i>Gazanfer Ekinçi</i>	Lecture Genitourinary Imaging <i>Ayşegül Görmez</i>	Lecture Chest Imaging <i>Lecturer</i>	
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 <i>Zeynep Fırat</i>	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 *****	Lecture Interventional Radiology <i>Melih Topcuoğlu</i>	Discussion / Journal Club (Large Group) <i>Lecturer</i>	Assessment Session (Oral examination)	Assessment Session (Written examination)
10.00- 10.50	Lecture Imaging of Musculoskeletal System *****	Lecture Vascular Imaging <i>Melih Topcuoğlu</i>	Discussion / Journal Club (Large Group) <i>Lecturer</i>		
11.00- 11.50	Lecture Imaging of Musculoskeletal System *****	Lecture Cardiac Imaging <i>Melih Topcuoğlu</i>	Case-Based General Review Lecture <i>Lecturer</i>		
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 <i>Melih Topcuoğlu</i>
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.
Türkey Toklu, Ph.D.

CLERKSHIP	NUCLEAR MEDICINE <i>Aim of this clerkship is to;</i>
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 <i>At the end of this term, student should be able to:</i>	
KNOWLEDGE	1. list common indications for PET/CT and describe patient preparation 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) <i>Nalan Alan Selçuk</i>	Lecture NM In Hyperthyroidism <i>Emre Demirci</i>	Lecture Introduction to PET Imaging <i>Biray Caner</i>	Lecture Radionuclide Therapy -1 <i>Nalan Alan Selçuk</i>	Theoretical Examination
10.00- 10.50	Lecture Basic Radiation Physics and Radiation Detectors in NM <i>Türkey Toklu</i>	Lecture Renal Scintigraphy <i>Emre Demirci</i>	Lecture FDG-PET in Cancer - 1 <i>Biray Caner</i>	Lecture Radionuclide Therapy -2 <i>Nalan Alan Selçuk</i>	
11.00- 11.50	Lecture Introduction to NM <i>Türkey Toklu</i>	Lecture Lung Perfusion and Ventilation Scintigraphy (V/Q Scan) <i>Emre Demirci</i>	Lecture FDG-PET in Cancer - 2 <i>Biray Caner</i>	Lecture NM In Thyroid Cancer <i>Nalan Alan Selçuk</i>	
12.00- 12.50	Lunch				
13.00- 13.50	Lecture Imaging Techniques in NM <i>Türkey Toklu / Hüseyin Adıgüzel</i>	Lecture Non-FDG PET Tracers <i>Emre Demirci</i>	Clinical Experience PET Imaging <i>Biray Caner</i>	Lecture Myocardial Perfusion Scan and Cardiological PET Applications <i>Nalan Alan Selçuk</i>	Assessment Session Program Evaluation Session Review of the Exam Questions Evaluation of the Program <i>Nalan Alan Selçuk</i>
14.00- 14.50	Laboratory Radiopharmaceuticals, Gamma Camera, PET/CT, Thyroid Uptake System <i>Alper Güler / Hüseyin Adıgüzel</i>	Lecture Bone Scintigraphy and Other Tumor Agents <i>Emre Demirci</i>	Clinical Experience PET Imaging <i>Biray Caner</i>		
15.00- 15.50		Lecture Other Conventional NM Applications <i>Emre Demirci</i>	Clinical Experience PET Imaging <i>Biray Caner</i>	Lecture Brain Imaging and Neurological PET Application <i>Nalan Alan Selçuk</i>	
16.00- 16.50	Independent Learning	Independent Learning	Independent Learning	Independent Learning	

SURGICAL ANATOMY TRAINING PROGRAM

(1 week)

YEDITEPE UNIVERSITY

Assist. Prof. Erdem Söztutar, MD (Course Coordinator)

Prof. Ayberk Kurt, MD, PhD

Assist. Prof. Paria Shojaolsadati, PhD

Lecturer Edibe Bilişli, DVM, PhD

Lecturer Ahmet Saç, MD, PhD

CLERKSHIP	SURGICAL ANATOMY <i>Aim of this clerkship is to;</i>
AIM	To develop a deep understanding of the anatomical structures and relationships of the human body, to identify and avoid potential risks and complications, and to improve surgical accuracy and precision
LEARNING OBJECTIVES <i>At the end of this term, student should be able to:</i>	
KNOWLEDGE	1. describe the anatomy of the organs
	2. describe normal anatomy using imaging techniques
	3. explain anatomical basis of signs and symptoms of the surgical diseases
	4. outline common surgical interventions
	5. list the common site-specific and general side effects of radiotherapy
	6. explain anatomical basis of complications
	7. understand basic surgical and topographic anatomy
	8. research for anatomy related to minor surgical techniques
	9. present the research findings about anatomy related to minor surgical
SKILLS	10. learn the anatomical landmarks
	11. interpret radiological imaging compared to anatomy
	12. use written and online sources correctly and efficiently to access evidence-based information
	13. shows anatomical structures using anatomical models
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 and cadaver rights, communicate appropriately with patient and families and provide clear and concise information about the patient's condition based on anatomical knowledge.
	17. communicate and collaborate effectively with colleagues, teaching staff and other members of the healthcare team with the use of precise anatomical terminology

ASSESSMENT TABLE

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

Questions Types (Pencil-PaperTests)	Proportion (in Pencil-PaperTests)
Open-ended questions	60%
Total	60%
Other Assessment Methods and Tools	Proportion (in Other Assessment Methods and Tools)
Oral presentation	40%
Total	40%
Pass / Fail Decision	Proportion (in Pass / Fail Decision)
Presentation	40%
Exam (open-ended questions)	60%
Total	100%

	Monday	Tuesday	Wednesday	Thursday	Friday
09:00-10:50	Lecture Introduction to Surgical Anatomy E.Söztutar	Lecture Topographic and Radiologic Anatomy of the Pelvis E.Bilişli	Lecture Topographic and Radiologic Neuroanatomy A. Kurt	Lecture Topographic and Radiologic Anatomy of the Head and Neck P. Shojaolsadati	Oral presentation assessment session
11:00-11:50	Lecture Topographic and Radiologic Anatomy of the Thorax A.Saç	Lecture Signs and Symptoms related to Pelvic Organs E.Bilişli	Lecture Signs and Symptoms related to Central Nervous System A. Kurt	Lecture Signs and Symptoms related to Bones, Joints, Muscles and Peripheral Nervous System P. Shojaolsadati	
12:00-12:50	Lunch	Lunch	Lunch	Lunch	Lunch
13:00-13:50	Lecture Topographic and Radiologic Anatomy of the Abdomen A.Saç	Lecture Signs and Symptoms related to Pelvic Organs E.Bilişli	Lecture Surgical Approaches to Central Nervous System A. Kurt	Lecture Surgical Approaches in Orthopedics and Plastic and Reconstructive Surgery P. Shojaolsadati	Assessment Session Written Exam
14:00-14:50	Lecture Signs and Symptoms related to Thoraco-abdominal Organs A.Saç	Lecture Surgical approaches to pelvic organs E.Bilişli	Lecture Ear, Nose, and Throat Surgical Anatomy E.Söztutar	Lecture Surgical approaches in orthopedics and plastic and reconstructive surgery P. Shojaolsadati	
15:00-15:50	Lecture Surgical Approaches to Thoraco-abdominal Organs A.Saç	Lecture Developmental defects and Pediatric Surgery E.Bilişli	Lab Central Nervous System, Ear, Nose, and Pharynx A. Kurt	Lab Head and Neck, Upper and Lower Limbs P. Shojaolsadati	
16:00-16:50	Lab Thorax and Abdomen A.Saç	Lab Pelvis E.Bilişli	IL	Discussion Minor Surgeries and Medical Esthetics E.Söztutar	

ANESTHESIOLOGY AND REANIMATION TRAINING PROGRAM

YEDİTEPE UNIVERSITY HOSPITAL

(Lecture: 4 days + Practice: 5 days + Exam: 1 day)

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, Assist Prof

Büşra Nizam, Assist Prof

CLERKSHIP	ANESTHESIOLOGY AND REANIMATION <i>Aim of this clerkship is to;</i>
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 <i>At the end of this term, student should be able to:</i>	
KNOWLEDGE	1. Define anesthesia and anesthetic agents.
	2. Demonstrate basic and advanced cardio-pulmonary resuscitation,
	3. 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. Describe 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. Explain intensive care unit admission criteria,
	11. Recognize anaphylaxis, explain the treatment,
	12. Recognize hypoxia, reasons leading to hypoxemia and treatment.
SKILLS	13. Manage airway (face mask ventilation, airway insertion), laryngeal
	14. Perform mask basic and advanced cardio-pulmonary resuscitation, insertion),

	15. Practice and analyze hemodynamic monitorization,
	16. Perform pre-anesthetic patient evaluation.
ATTITUDES	17. Be prepared for basic and advanced cardio-pulmonary, resuscitation,
	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-2020 BASIC MEDICAL PROCEDURES (Anesthesiology and Reanimation)	Performance Level
General and symptom-based history taking	4
Mental status evaluation	3
Preparing medicines appropriately	4
Giving recovery position to patient	4
Removal of foreign body with appropriate maneuver	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	4
Cardiovascular system examination	4

ASSESSMENT TABLE

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

Questions Types (Pencil-Paper Tests)	Proportion (in <i>Pencil-Paper Tests</i>)
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 <i>Pass/Fail Decision</i>)
Pencil-Paper Tests	50%
Other Assessments Methods and Tools	50%
Total	100 %

ANESTHESIOLOGY and REANIMATION Theoretical Program

Week 1

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

Clinical Practice in the ICU and Operating Theatre
Week 2

	Monday	Tuesday	Wednesday	Thursday	Friday
08:30-13:00	CLINICAL PRACTICE OPERATING ROOM AND INTENSIVE CARE UNIT (ICU)				Independent Learning
13:00-14:00	LUNCH BREAK				Independent Learning
14:00-16:00	CLINICAL PRACTICE OPERATING ROOM AND INTENSIVE CARE UNIT (ICU)				Assessment Session 14.00 – 15.30
					Program Evaluation Session Evaluation of the Program Özge KÖNER Sibel TEMÜR Hatice Türe/Tuğhan Utku

Week 2 Schedule

Students	Friday	Monday	Tuesday	Wednesday	Thursday	Friday
KOZYATA Ğ I						
1	Operating Room	Intensive Care Unit	Intensive Care Unit	Operating Room	Operating Room	Assessment Session Practice Examination 6-7 students 14:00-15:30
2	Operating Room	Intensive Care Unit	Intensive Care Unit	Operating Room	Operating Room	
3	Operating Room	Intensive Care Unit	Intensive Care Unit	Operating Room	Operating Room	
4	Intensive Care Unit	Operating Room	Operating Room	Intensive Care Unit	Intensive Care Unit	
5	Intensive Care Unit	Operating Room	Operating Room	Intensive Care Unit	Intensive Care Unit	
6	Intensive Care Unit	Operating Room	Operating Room	Intensive Care Unit	Intensive Care Unit	Program Evaluation Session Evaluation of the
7	Intensive Care Unit	OR	OR	ICU	ICU	
KOŞUYOLU						
1	Operating Room	Intensive Care Unit	Intensive Care Unit	Operating Room	Operating Room	Assessment Session Practice Examination 6-7 students 14:00-15:30
2	Operating Room	Intensive Care Unit	Intensive Care Unit	Operating Room	Operating Room	
3	Operating Room	Intensive Care Unit	Intensive Care Unit	Operating Room	Operating Room	
4	Intensive Care Unit	Operating Room	Operating Room	Intensive Care Unit	Intensive Care Unit	
5	Intensive Care Unit	Operating Room	Operating Room	Intensive Care Unit	Intensive Care Unit	
6	Intensive Care Unit	Operating Room	Operating Room	Intensive Care Unit	Intensive Care Unit	Program Evaluation Session Evaluation of the
7	Intensive Care Unit	Operating Room	Operating Room	Intensive Care Unit	Intensive Care Unit	

UROLOGY TRAINING PROGRAM

(2 weeks)

YEDİTEPE UNIVERSITY HOSPITAL

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

I

CLERKSHIP	UROLOGY <i>Aim of this clerkship is to;</i>
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 <i>At the end of this term, student should be able to:</i>	
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

NCC-2020 BASIC MEDICAL PROCEDURES (Urology)	Performance Level
General and symptom-based history taking	4
Mental status evaluation	3
Gaining informed consent	4
Abdominal examination	3
Urological examination	3
Preparing patient file	3
Hand washing	4
Rational drug use	3
Urinary catheter insertion	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	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 <i>Faruk Yencilek</i>	Case Presentation (student) <i>Faruk Yencilek</i>	Case Presentation (student) <i>Faruk Yencilek</i>	Case Presentation (student) <i>Faruk Yencilek</i>	Case Presentation (student) <i>Faruk Yencilek</i>
9:00-12:00	Clinical Experience (Outpatient) <i>Faruk Yencilek</i>	Clinical Experience (Outpatient) <i>Faruk Yencilek</i>	Clinical Experience (Outpatient) <i>Faruk Yencilek</i>	Clinical Experience (Surgical) <i>Faruk Yencilek</i>	Clinical Experience (Surgical) <i>Faruk Yencilek</i>
12:00-13:00	Lunch	Lunch	Lunch	Lunch	Lunch
13:00-16:00	Lecture Urolithiasis Etiology and Pathophysiology <i>Faruk Yencilek</i>	Lecture Urolithiasis Diagnosis and Treatment <i>Faruk Yencilek</i>	Lecture Urological Emergency <i>Faruk Yencilek</i>	Lecture Benign Prostatic Hyperplasia <i>Faruk Yencilek</i>	Lecture Benign Prostatic Hyperplasia <i>Faruk Yencilek</i>
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) <i>Faruk Yencilek</i>	Case Presentation (student) <i>Faruk Yencilek</i>	Case Presentation (student) <i>Faruk Yencilek</i>	Case Presentation (student) <i>Faruk Yencilek</i>	Assessment Session
9:00-12:00	Clinical Experience (Outpatient) <i>Faruk Yencilek</i>	Clinical Experience (Outpatient) <i>Faruk Yencilek</i>	Clinical Experience (Outpatient) <i>Faruk Yencilek</i>	Clinical Experience (Surgical) <i>Faruk Yencilek</i>	
12:00-13:00	Lunch	Lunch	Lunch	Lunch	
13:00-16:00	Lecture Testis Cancer <i>Faruk Yencilek</i>	Lecture Bladder Cancer <i>Faruk Yencilek</i>	Lecture Prostate Cancer <i>Faruk Yencilek</i>	Lecture Kidney Cancer <i>Faruk Yencilek</i>	
16:00-17:00	Independent Learning	Independent Learning	Interactive Laboratory and Radiological Examination Discussions <i>Faruk Yencilek</i>	Interactive Laboratory and Radiological Examination Discussions <i>Faruk Yencilek</i>	Program Evaluation Session Review of the Exam Questions Evaluation of the program <i>Faruk Yencilek</i>

**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.

&

ÜMRANIYE TRAINING AND RESEARCH HOSPITAL

MEHTAP AYDIN, MD Prof

CLERKSHIP	INFECTIOUS DISEASE <i>Aim of this clerkship is to;</i>
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 <i>At the end of this term, student should be able to:</i>	
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

NCC-2020 BASIC MEDICAL PROCEDURES (INFECTIOUS DISEASES AND CLINICAL MICROBIOLOGY)	Performance Level
General and symptom-based history taking	4
Mental status evaluation	3
Gaining informed consent	4
Abdominal examination	3
Skin examination	2
Preparing patient file	3
Hand washing	4
Cardiovascular system examination	4
Rational drug use	3
Obtaining samples for culture	4
Respiratory system examination	4
Cardiovascular system examination	4

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				Lecture Upper Respiratory Tract Infections	Lecture Immunization and Prophylaxis
10.00-10.50	Introductory Session (Introduction to Idcm)	Lecture HIV Infection and AIDS	Lecture Crimean Congo Hemorrhagic Fever	Özlem Alici	Özlem Alici
11.00-11.50	Lecture Approach to Infectious Diseases	Lecture Fever of Unknown Origin	Lecture Brucellosis	Lecture Lower Respiratory Tract Infections	Lecture Infections in immunocompromised Patients
	Özlem Alici	Özlem Alici	Özlem Alici	Özlem Alici	Özlem Alici
12.00-12.50	Lunch	Lunch	Lunch	Lunch	Lunch
13.00-14.50	Lecture Antibiotics and Rational Use of Antibiotics	Lecture Sterilization, Disinfection and Antisepsis	Lecture Specimen Selection, Collection and Processing in Clinical Microbiology Tests	Lecture Sepsis	Lecture Bacterial Exanthems
	Özlem Alici	Özlem Alici	Aynur Eren Topkaya	Meral Sönmezoğlu	Özlem Alici
14.50-15.50	Lecture Antimicrobial Resistance	Lecture Gastrointestinal Tract Infections	Lecture Direct and Indirect Test Methods in Clinical Microbiology	Lecture Acute Viral Hepatitis	Lecture Urinary Tract Infections
	Özlem Alici	Özlem Alici	Aynur Eren Topkaya	Meral Sönmezoğlu	Özlem Alici
15.50-16.50	Lecture Health Care Associated Infections	Lecture Skin and Soft Tissue Infections	Lecture Tuberculosis	Lecture Infective Endocarditis	Central Nervous System Infections
	Özlem Alici	Özlem Alici	Özlem Alici	Meral Sönmezoğlu	Özlem Alici
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 <i>Microbiology Instructors(Group I)</i>	Laboratory Experience <i>Microbiology Instructors(Group II)</i>	Laboratory Experience <i>Microbiology Instructors(Group II)</i>	Laboratory Experience <i>Microbiology Instructors(Group IV)</i>	Assessment Session
10.00-10.50	Clinical Experience (Inpatient) <i>Mehtap Aydın (Rest of the Group)</i>	Clinical Experience (Inpatient) <i>Mehtap Aydın (Rest of the Group)</i>	Clinical Experience (Inpatient) <i>Mehtap Aydın (Rest of the Group)</i>	Clinical Experience (Inpatient) <i>Mehtap Aydın (Rest of the Group)</i>	
11.00-11.50					
12.00-12.50	Lunch	Lunch	Lunch	Lunch	Lunch
12.50-16.50	Clinical Experience (Inpatient) <i>Mehtap Aydın (Rest of the Group)</i>	Clinical Experience (Inpatient) <i>Mehtap Aydın (Rest of the Group)</i>	Clinical Experience (Inpatient) <i>Mehtap Aydın (Rest of the Group)</i>	Clinical Experience (Inpatient) <i>Mehtap Aydın (Rest of the Group)</i>	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.

&

Sancaktepe Şehit Prof. Dr. İlhan Varank Training and Research Hospital

Prof. Dr. David Terence THOMAS

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 <i>At the end of this term, student should be able to:</i>	
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

ATTITUDES	12. make an appropriate differential diagnosis
	13. perform basic clinical procedures and interventions
	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 emergency cases and congenital malformations related to to the pediatric surgery and urology and to refer these cases in an appropriate condition

NCC-2020 BASIC MEDICAL PROCEDURES (Pediatric Surgery)	Performance Level
General and symptom-based history taking	3
Abdominal physical examination	3
Newborn examination	3
Urinary catheterization	3
Nasogastric catheterization	3
Ability to assess X-rays	3
General condition and vital signs assessment	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	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 <i>Şafak Karaçay</i>	Clinical Experience <i>Şafak Karaçay</i>	Lecture <i>Approach to pediatric Surgical and Urological Cases</i> <i>Şafak Karaçay</i>	Practical Education <i>Şafak Karaçay</i>	Practical Education <i>Şafak Karaçay</i>
10:15-11:00	Lecture Newborn as a Surgical Patient <i>Şafak Karaçay</i>		Lecture <i>Approach to pediatric Surgical and Urological Cases</i> <i>Şafak Karaçay</i>		
11:15-12:00	Lecture Trauma in Children <i>Şafak Karaçay</i>		Lecture <i>Approach to pediatric Surgical and Urological Cases</i> <i>Şafak Karaçay</i>		
12:00-13:00	Lunch	Lunch	Lunch	Lunch	Lunch
13:15-14:00	Lecture Inguinal and Genital Pathologies of Children <i>Şafak Karaçay</i>	Lecture Solid Tumors in Children <i>Şafak Karaçay</i>	Lecture <i>Approach to pediatric Surgical and Urological Cases</i> <i>Şafak Karaçay</i>	Independent Learning	Independent Learning
14:15- 15:00	Lecture Obstructive and Nonobstructive Pediatric Urological Pathologies <i>Şafak Karaçay</i>	Lecture GI Obstruction in Children <i>Şafak Karaçay</i>	Lecture <i>Approach to pediatric Surgical and Urological Cases</i> <i>Şafak Karaçay</i>		
15:15- 16:00	Lecture Obstructive and Nonobstructive Pediatric Urological Pathologies <i>Şafak Karaçay</i>	Lecture Acute Abdomen in Children <i>Şafak Karaçay</i>	Lecture <i>Approach to pediatric Surgical and Urological Cases</i> <i>Şafak Karaçay</i>		

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 <i>Şafak Karaçay</i>
13:15-14:00	<i>Practical Education</i>	<i>Practical Education</i>	<i>Practical Education</i>	<i>Practical Education</i>	Independent Learning
14:15- 15:00	<i>Practical Education</i>	<i>Practical Education</i>	<i>Practical Education</i>	<i>Practical Education</i>	
15:15- 16:00	<i>Practical Education</i>	<i>Practical Education</i>	<i>Practical Education</i>	<i>Practical Education</i>	

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 <i>Aim of this clerkship is to;</i>
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 patient to genetic clinic
LEARNING OBJECTIVES <i>At the end of this term, student should be able to:</i>	
KNOWLEDGE	1. identify the most likely mode of inheritance given a straightforward 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 person's 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 suppressor 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 Diagnosis Center, Acıbadem İstek Vakfı.

NCC-2020 BASIC MEDICAL PROCEDURES (Medical Genetics)	Performance Level
Preparing genogram	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	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 <i>Ayşegül Kuşkucu</i>	Assessment Session (MCQ, Essay Questions) <i>Ayşegül Kuşkucu</i>
11.00- 11.50	Clinical training / Laboratory observation	Clinical training / Laboratory observation	Clinical training / Laboratory observation	Lecture Cancer genetics and testing strategies <i>Ayşegül Kuşkucu</i>	
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? <i>Ayşegül Kuşkucu</i>	Lecture Approach to the Patient With Dysmorphic Features <i>Ayşegül Kuşkucu</i>	Lecture Staying Ahead of the Game: Genetic Testing <i>Ayşegül Kuşkucu</i>	Independent Learning	Program Evaluation Session Review of the Exam Questions Evaluation of the Program
14.00- 14.50	Lecture Pedigree Drawing and Pedigree Analysis <i>Ayşegül Kuşkucu</i>	Lecture Chromosomal Disorders <i>Ayşegül Kuşkucu</i>	Lecture Prenatal and Preimplantation Genetic Diagnosis <i>Ayşegül Kuşkucu</i>		
15.00- 15.50		Lecture Genetic Counseling <i>Ayşegül Kuşkucu I</i>	Independent Learning	Independent Learning	
16.00- 16.50	Lecture Single Gene Disorders <i>Ayşegül Kuşkucu</i>	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 <i>Aim of this clerkship is to;</i>
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 <i>At the end of this term, student should be able to:</i>	
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-2020 BASIC MEDICAL PROCEDURES (Clinical Pharmacology)	Performance Level
Rational Drug Use	4

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 <i>Objective Structured Clinical Exam Station (OSCE)-A</i> 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)
<i>Objective Structured Clinical Exam (OSCE)-B</i> 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%

	Monday 10-Nov-2025	Tuesday 11-Nov-2025	Wednesday 12-Nov-2025	Thursday 13-Nov-2025	Friday 14-Nov-2025
09.00- 10.00		Module Hypertension: Definition of the problem and non-drug treatment Moderator: Dr. Volkan Aydın	Module Clinical pharmacology of antihypertensive drugs Moderator: Dr. Volkan Aydın	Module Acute sinusitis: Definition of the problem and non-drug treatment Moderators: Dr. Ece Genç, Dr. Emine Özdamar, Dr. Cenk Andaç	Module: Acute sinusitis: Clinical pharmacology Moderators: Dr. Ece Genç, Dr. Emine Özdamar, Dr. Cenk Andaç
10.15-10.45	Lecture Introduction to the Program Dr. Volkan Aydın				
11.00-11.50	Lecture Principles of Rational Pharmacotherapy Dr. Volkan Aydın				
12.00-12.50					
12.50-14.00	Lunch				
14.00 -14.50	Lecture Basic concepts of prescribing Dr. Volkan Aydın	Independent Learning	Module Hypertension: P-drug selection and Case Studies Moderator: Dr. Volkan Aydın	Independent Learning	Module Acute sinusitis: P-drug selection and case studies Moderators: Dr. Ece Genç, Dr. Emine Özdamar, Dr. Cenk Andaç
15.00- 15.50					
16.00- 16.50	Lecture Personal Drug Selection & MAUA Dr. Volkan Aydın				
17.00- 17.50	Independent Learning				

WEEK 2

	Monday 17-Nov-2025	Tuesday 18-Nov-2025	Wednesday 19-Nov-2025	Thursday 20-Nov-2025	Friday 21-Nov-2025
09.00- 09.50	Module Uncomplicated urinary tract infections: Approach & clinical pharmacology Moderators: Dr. Ece Genç, Dr. Emine Özdamar, Dr. Cenk Andaç	Module Uncomplicated urinary tract infections: P-drug selection & case studies Moderators: Dr. Ece Genç, Dr. Emine Özdamar, Dr. Cenk Andaç	OSCE Group A İnan Kırar Salonu	Lecture Generic Drugs Dr. Volkan Aydın	Independent Learning
10.00-10:50					
11.00-11.50					
12.00-12.30					
12.30-13.30	Lunch				
13.30 -14.20	Lecture Pharmacovigilance Dr. Volkan Aydın	Independent Learning	Lecture Introduction to the Program: Dr. Volkan Aydın	Module Acute sinusitis: Definition of the problem and non-drug treatment Moderators: Dr. Ece Genç, Dr. Emine Özdamar, Dr. Cenk Andaç	Module: Acute sinusitis: Clinical pharmacology Moderators: Dr. Ece Genç, Dr. Emine Özdamar, Dr. Cenk Andaç
14.30- 15.20	Interactive Group Study Pharmacovigilance		Lecture Principles of Rational Pharmacotherapy Dr. Volkan Aydın		
15.30- 16.20			Lecture Basic concepts of prescribing Dr. Volkan Aydın		
16.30- 17.20	Independent Learning		Lecture Personal Drug Selection & MAUA Dr. Volkan Aydın		

WEEK 3

	Monday 24-Nov-2025	Tuesday 25-Nov-2025	Wednesday 26-Nov-2025	Thursday 27-Nov-2025	Friday 28-Nov-2025
09.00- 09.50	Independent Learning	Module Acute sinusitis: P-drug selection and case studies Moderators: Dr. Ece Genç, Dr. Emine Özdamar, Dr. Cenk Andaç	Module Hypertension: P-drug selection and Case Studies Moderator: Dr. Volkan Aydın	Module Uncomplicated urinary tract infections: P-drug selection & case studies Moderators: Dr. Ece Genç, Dr. Emine Özdamar, Dr. Cenk Andaç	OSCE Group B İnan Kıraç Salonu
10.00-10:50					
11.00-11.50					
12.00-12.30					
12.30-13.45	Lunch				
13.45 -14.30	Module Clinical pharmacology of antihypertensive drugs Moderator: Dr. Volkan Aydın	Module Uncomplicated urinary tract infections: Approach & clinical pharmacology Moderators: Dr. Ece Genç, Dr. Emine Özdamar, Dr. Cenk Andaç	Lecture Pharmacovigilance Dr. Volkan Aydın	Independent Learning	Independent Learning
14.40- 15.30			Interactive Group Study Pharmacovigilance		
15.40- 16.30					
16.40- 17.30			Independent Learning		

FORENSIC MEDICINE TRAINING PROGRAM

(1.5 week)

Murat Nihat ARSLAN, MD Prof.

CLERKSHIP	FORENSIC MEDICINE <i>Aim of this clerkship is to;</i>
AIM	1. convey necessary knowledge on evaluation and reporting of forensic cases.
LEARNING OBJECTIVES <i>At the end of this term, student should be able to:</i>	
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 a physical examination of dead
	7. manage a forensic 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

NCC-2020 BASIC MEDICAL PROCEDURES (Forensic Medicine)	Performance Level
General and symptom-based history taking	3
Preparing forensic reports	3
Notification of forensic case	4
Ability to provide consultancy on disability reports	3
Crime scene investigation	2
Dead body examination	3
Preparing death reports	3
Ability to manage forensic cases	3
Evidence preservation and transportation	2
Ability to perform autopsy	2

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: 10.11.2025 -19.11.2025; Group I: 20.11.2025 -28.11.2025

Week 1

	Monday 10.11.2025	Tuesday 11.11.2025	Wednesday 12.11.2025	Thursday 13.11.2025	Friday 14.11.2025
09.00- 09.50	Introductory Session (Introduction to Forensic Medicine) <i>Lecturer</i>	Lecture Medicolegal approach to traumatized patients <i>Lecturer</i>	Lecture Forensic Psychiatry (Legal Competence/Capacity) <i>Lecturer</i>	Lecture Crime Scene Investigation <i>Lecturer</i>	Lecture Head and Spinal Injuries <i>Lecturer</i>
10.00- 10.50	Lecture Forensic Medicine in Turkey and Other Main Countries <i>Lecturer</i>	Lecture Pathology of wounds <i>Lecturer</i>	Lecture Forensic Psychiatry (Criminal Responsibility) <i>Lecturer</i>	Lecture Forensic Aspects of Alcohol, Narcotic and Hallucinogenic Drugs <i>Lecturer</i>	Lecture Chest and Abdominal Injuries <i>Lecturer</i>
11.00- 11.50	Lecture Legal Responsibilities and Liabilities of Physician <i>Lecturer</i>	Lecture Pathology of wounds (Abrasion, Contusion, and Bruises) <i>Lecturer</i>	Lecture Violence (to Healthcare Workers, Women, Children, Elderlies, Vulnerable Groups) <i>Lecturer</i>	Lecture Poisoning <i>Lecturer</i>	Lecture Transportation Injuries and Unintentional Childhood Injuries <i>Lecturer</i>
12.00- 12.50	Lunch	Lunch	Lunch	Lunch	Lunch
13.00- 13.50	Lecture Complication Vs Malpractice <i>Lecturer</i>	Lecture Pathology of wounds (Laceration, Blunt Penetrating Injuries, Incised wounds) <i>Lecturer</i>	Lecture Violence (Mobbing, Cyberbullying, Peer Bullying,) <i>Lecturer</i>	Lecture Pathophysiology of Death (Types of Death, The Indication of Death) <i>Lecturer</i>	Lecture Self Inflicted Injuries <i>Lecturer</i>
14.00- 14.50	Lecture Forensic Sciences (Anthropology, Entomology, Toxicology, Ballistic, Document examination, etc.) <i>Lecturer</i>	Lecture Human Rights Violation and Torture <i>Lecturer</i>	Lecture Child Abuse and Neglect <i>Lecturer</i>	Lecture Pathophysiology of Death (Findings after The Death) <i>Lecturer</i>	Lecture Asphyxia 1 (Suffocation, Strangulation, Suffocation Gases) <i>Lecturer</i>
15.00- 15.50	Lecture Forensic Sciences (Forensic Genetics) <i>Lecturer</i>	Lecture How to Prepare Expert Report (I) <i>Lecturer</i>	Lecture Sexual Abuse and Assault <i>Lecturer</i>	Lecture Pathophysiology of Death (Post Mortem Interval, Post Mortem Chemistry) <i>Lecturer</i>	Lecture Asphyxia 2 (Chemical Asphyxiants) <i>Lecturer</i>
16.00-17.00	Independent Learning	Independent Learning	Independent Learning	Independent Learning	Independent Learning

FORENSIC MEDICINE Group II: 10.11.2025 -19.11.2025; Group I: 20.11.2025 -28.11.2025

Week 2

	Monday 17.11.2025	Tuesday 18.11.2025	Wednesday 19.11.2025	Thursday 20.11.2025	Friday 21.11.2025
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: 10.11.2025 -19.11.2025; Group I: 20.11.2025 -28.11.2025

Week 3

	Monday 24.11.2025	Tuesday 25.11.2025	Wednesday 26.11.2025	Thursday 27.11.2025	Friday 28.11.2025
09.00- 09.50	Lecture Forensic Psychiatry (Legal Competence/Capacity) <i>Lecturer</i>	Lecture Crime Scene Investigation <i>Lecturer</i>	Autopsy Practice* (Forensic Council of Medicine)	Lecture Head and Spinal Injuries <i>Lecturer</i>	Assessment Session
10.00- 10.50	Lecture Forensic Psychiatry (Criminal Responsibility) <i>Lecturer</i>	Lecture Forensic Aspects of Alcohol, Narcotic and Hallucinogenic Drugs <i>Lecturer</i>	Autopsy Practice* (Forensic Council of Medicine)	Lecture Chest and Abdominal Injuries <i>Lecturer</i>	
11.00- 11.50	Lecture Violence (to Healthcare Workers, Women, Children, Elderlies, Vulnerable Groups) <i>Lecturer</i>	Lecture Poisoning <i>Lecturer</i>	Autopsy Practice* (Forensic Council of Medicine)	Lecture Transportation Injuries and Unintentional Childhood Injuries <i>Lecturer</i>	
12.00- 12.50	Lunch	Lunch	Lunch	Lunch	Lunch
13.00- 13.50	Lecture Violence (Mobbing, Cyberbullying, Peer Bullying,) <i>Lecturer</i>	Lecture Pathophysiology of Death (Types of Death, The Indication of Death) <i>Lecturer</i>	Autopsy Practice* (Forensic Council of Medicine)	Lecture Self Inflicted Injuries <i>Lecturer</i>	Assessment Session
14.00- 14.50	Lecture Child Abuse and Neglect <i>Lecturer</i>	Lecture Pathophysiology of Death (Findings after The Death) <i>Lecturer</i>	Autopsy Practice* (Forensic Council of Medicine)	Lecture Asphyxia 1 (Suffocation, Strangulation, Suffocation Gases) <i>Lecturer</i>	
15.00- 15.50	Lecture Sexual Abuse and Assault <i>Lecturer</i>	Lecture Pathophysiology of Death (Post Mortem Interval, Post Mortem Chemistry) <i>Lecturer</i>	Autopsy Practice* (Forensic Council of Medicine)	Lecture Asphyxia 2 (Chemical Asphyxiants) <i>Lecturer</i>	Program Evaluation Session Review of the Exam Questions, Evaluation of the Program <i>Lecturer</i>
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.

LIST OF STUDENT COUNSELING

	STUDENT	NAME	SURNAME	COUNSELOR
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				
17				
18				
19				
20				
21				
22				
23				
24				
25				
26				
27				
28				
29				
30				
31				
32				
33				
34				
35				
36				
37				
38				
39				
40				
41				
42				
43				
44				
45				

46				
47				
48				
49				
50				
51				
52				
53				
54				
55				
56				
57				
58				
59				
60				
61				
62				
63				
64				
65				
66				
67				
68				
69				
70				
71				
72				
73				
74				
75				
76				
77				
78				
79				
80				
81				
82				
83				
84				
85				
86				
87				
88				
89				
90				
91				
92				
93				
94				
95				

96				
97				
98				
99				
100				
101				
102				
103				
104				
105				
106				
107				
108				
109				
110				
111				
112				
113				
114				
115				
116				
117				
118				
119				
120				
121				



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, attendance to meetings and motivation should be considered.

<i>Success grades and letter grades</i>		
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

Faculty Secretary :

Tel: +90 216 578 00 00 (3005)

Dean Secretary:

Tel: +90 216 578 05 05 – 06

Fax: +90 216 578 05 75

Student Affairs :

Tel: 0216 578 06 86

Documents Affairs:

Tel: 0216 578 05 93

Coordinator:

İlke Bahçeci Şimşek, MD Prof.: 216 578 40 00 (6512) ilke.simsek@yeditepe.edu.tr

Co-coordinators:

Ece Genç, PhD Prof.: 216 578 40 00 (1528) egenc@yeditepe.edu.tr

Hatice Türe, MD Prof: 0216 578 50 00 (5331) hatice.ture@yeditepe.edu.tr

Müzeyyen Doğan, MD Prof.: 0216 578 40 00 (4049) mdogan@yeditepe.edu.tr

Oğuzhan Zahmacıoğlu, MD Assoc. Prof.: 216 578 40 00 (4220) ozahmacioglu@yeditepe.edu.tr

Pınar Çıragil, MD Prof.: 0216 578 50 00 pinar.ciragil@yeditepe.edu.tr

Özge Yabaş Kızıloğlu, MD Assoc. Prof.: 216 578 40 00 (5155) ozge.kiziloğlu@yeditepe.edu.tr

Address:

Yeditepe University Faculty of Medicine
İnönü Mah. Kayışdağı Caddesi,
26 Ağustos Yerleşimi,
34755 Ataşehir, İstanbul

Web: www.yeditepe.edu.tr

<http://www.med.yeditepe.edu.tr>

e-mail: tipfakdek@yeditepe.edu.tr



YEDİTEPE UNIVERSITY
FACULTY of MEDICINE

İnönü Mah. Kayışdağı
Caddesi, 26 Ağustos
Yerleşimi,
34755 Ataşehir,
İstanbul

+ 90 216 578 00 00

Student Affairs
+90 216 578 06 86

www.yeditepe.edu.tr
www.med.yeditepe.edu.tr
tipfakdek@yeditepe.edu.tr