# 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**

# YEDİTEPE UNIVERSITY FACULTY OF MEDICINE *,**
# AIM AND OUTCOMES OF MEDICAL EDUCATION PROGRAM

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



## AIM

The aim of medical education program ***is to graduate physicians*** who

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

**YEDİTEPE UNIVERSITY**
**FACULTY OF MEDICINE**

## PROGRAM OUTCOMES OF MEDICAL EDUCATION

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 commitee meeting |
| October 29, 2025 (Monday) | Republic Day National Holiday |
| November 10, 2025 (Monday 09:00-12:00) | Commemaration of Atatürk |
| November 13, 2025 (Thursday) | 1st Progress Test |
| January 1, 2026 (Monday) | New year |
| January 13, 2026, Tuesday | Coordination commitee meeting ( with student participation ) |
| March 14 , 2026 (Saturday) | Physicians' Day |
| March 19, 2026 (Wednesday)<br>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 commitee meeting ( with student participation ) |
| May 25-29.2026 (Monday-Friday) | Kurban Bayramı |
| June 02, 2026 (Tuesday) | 2nd Progress Test |
| June 05, 2026, (Friday ) | End of Phase |
| June 22-24, 2026 | Incomplete exams |
| July 21, 2026, Tuesday | Coordination commitee 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 | | | | | | | |
| 15-19.09.2025 | | NUCLEAR MEDICINE Y.Ü.T.F. (1 week) | CHILD PSYCHIATRY Y.Ü.T.F (1 week) | | | | |
| 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 + S.E.A.H (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 | | | | | | | |
| 20-24.10.2025 | | | NUCLEAR MEDICINE Y.Ü.T.F. (1 week) | CHILD PSYCHIATRY Y.Ü.T.F (1 week) | | | |
| 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 + + S.E.A.H (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 + + S.E.A.H (2 weeks) | INFECTIOUS DISEASES Y.Ü.T.F + Ü.E.A.H: (2 weeks) | PHYSICAL MEDICINE &REHABILITATION Y.Ü.T.F.+ F.S.M.E.A.H (2 weeks) | MEDICAL GENETICS Y.Ü.T.F- Ü.E.A.H: (1 week) | ANESTHESIOLOGY Y.Ü.T.F. (2 weeks) | NEUROSURGERY Y.Ü.T.F. (2 weeks) | 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 | | | | | | | |
| 29.12.2024-02.01.2026 | | | | | NUCLEAR MEDICINE Y.Ü.T.F. (1 week) | CHILD PSYCHIATRY Y.Ü.T.F (1 week) | |
| 05-9.01.2026 | UROLOGY Y.Ü.T.F (2 weeks) | PEDIATRIC SURGERY Y.Ü.T.F + S.E.A.H (2 weeks) | INFECTIOUS DISEASES Y.Ü.T.F + Ü.E.A.H: (2 weeks) | PHYSICAL MEDICINE &REHABILITATION Y.Ü.T.F.+ F.S.M.E.A.H (2 weeks) | MEDICAL GENETICS Y.Ü.T.F+ Ü.E.A.H: (1 week) | ANESTHESIOLOGY Y.Ü.T.F. (2 weeks) | NEUROSURGERY Y.Ü.T.F. (2 weeks) |
| 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<br>26-30.01.2026<br>02-06.02.2026 | 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)<br>NUCLEAR MEDICINE Y.Ü.T.F. (1 week) | PSYCHIATRY Y.Ü.T.+Moodist (2 weeks)<br>CHILD PSYCHIATRY Y.Ü.T.F (1 week) |
| 09-13.02.2026<br>16-20.02.2026 | NEUROSURGERY Y.Ü.T.F. (2 weeks) | UROLOGY Y.Ü.T.F (2 weeks) | PEDIATRIC SURGERY Y.Ü.T.F + S.E.A.H (2 weeks) | INFECTIOUS DISEASES Y.Ü.T.F +Ü.E.A.H: (2 weeks) | PHYSICAL MEDICINE &REHABILITATION Y.Ü.T.F.+ F.S.M.E.A.H (2 weeks) | MEDICAL GENETICS Y.Ü.T.F+ Ü.E.A.H: (1 week)<br>AREA ELECTIVE COURSE (1 week) | ANESTHESIOLOGY Y.Ü.T.F. (2 weeks) |
| 23-27.02.2026<br>02-06.03.2026<br>09-13.03.2026 | PSYCHIATRY Y.Ü.T.+Moodist (2 weeks)<br>CHILD PSYCHIATRY Y.Ü.T.F (1 week) | 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)<br>NUCLEAR MEDICINE Y.Ü.T.F. (1 week) |
| 16-20.03.2026 | RAMADAN HOLIDAY | | | | | | |
| 23-27.03.2026<br>30.03-03.04.2026 | 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 + S.E.A.H (2 weeks) | INFECTIOUS DISEASES Y.Ü.T.F +Ü.E.A.H: (2 weeks) | PHYSICAL MEDICINE &REHABILITATION Y.Ü.T.F.+ F.S.M.E.A.H (2 weeks) | MEDICAL GENETICS Y.Ü.T.F+ Ü.E.A.H: (1 week)<br>AREA ELECTIVE COURSE (1 week) |
| 06-10.04.2026<br>13-17-04.2026<br>20-24.04.2026 | RADIOLOGY Y.Ü.T.F. (2 weeks)<br>NUCLEAR MEDICINE Y.Ü.T.F. (1 week) | PSYCHIATRY Y.Ü.T.+Moodist (2 weeks)<br>CHILD PSYCHIATRY Y.Ü.T.F (1 week) | 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) |
| 27-30.04.2026<br>04-08.05.2026 | MEDICAL GENETICS Y.Ü.T.F+ Ü.E.A.H: (1 week)<br>AREA ELECTIVE COURSE . (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) |
| 11-15.05.2026<br>18-22.05.2026 | 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 + + S.E.A.H (2 weeks) | NEUROLOGY Y.Ü.T.F. + F.S.M.E.A.H. (3 weeks) | OPHTHALMOLOGY Y.Ü.T.F. (3 weeks) |
| 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 Surgcal 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)

# SPECIFIC SESSIONS / PANELS

## Introductory Session

**Aim of the session:**
The session provides basic information about Yeditepe University Faculty of Medicine Undergraduate Medical Education Program (YUFM/UG-ME) and the educational phase relevant to the students. This session orients the students to the program and the phase.

**Objectives of the Session:**
1. To provide basic information about the YUFM/UG-ME.
2. To provide basic information about the phase.
3. To provide essential information on social programs and facilities.

**Rules of the Session:**
1. The session will be held in two types, conducted by Phase Coordinator and Clerkship Coordinators, respectively.
2. The first type will be held once in the first week of the educational phase. The second type will be held at the beginning of each clerkship.
3. Students should attend the session.

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

In the second type, Clerkship Coordinator will present brief information on the following topics:
- Learning Objectives of the Clerkship
- Academic Program of the Clerkship
- Teaching and Learning Methods
- Learning Environments and Sources/Resources, References
- Attendance
- Assessment Methods and Question Distribution Table
- Clerkship Score Calculation Method
- Pass/Fail Conditions
- Feedback of the Previous Year and Program Improvements
- Social Programs and Facilities

## Clerkship Evaluation Session

**Aim of the Session:**

The aim of the session is to evaluate the clerkship educational program, with all its components, by the students and the clerkship coordinators. This session will contribute to the improvement of the educational program in general by giving the opportunity to identify the strengths of the clerkship educational program and revealing the areas which need improvement.

**Objectives of the Program Evaluation Session** are to;

- establish a platform for oral feedbacks in addition to the systematically written feedback forms
- give the opportunity to the students and the coordinators to discuss the clerkship period face to face
- allow the students to review the clerkship exam questions together with faculty members.

**Process:**

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

**Rules of the Clerkship Evaluation Session :**

1. The **Clerkship Evaluation Session** will be held on the last day of each clerkship after the clerkship exam.
2. Students are required to attend the session.
3. The Clerkship coordinator will lead the session.
4. The faculty members who had contributed questions in the clerkship exam should attend the session.
5. Students must comply with the feedback rules while giving verbal feedback and all participants shall abide by rules of professional ethics.

## Program Improvement Session

**Aim:**

The aim of this session is sharing the program improvements based on the evaluation of the educational program data, with the students and the faculty members.

**Objectives:**

1. To share the improvements within educational program with the students and the faculty members.
2. To inform the students and the faculty members about the processes of the program improvement
3. To encourage student participation in the program improvement processes.

**Rules:**

1. Program improvements session will be implemented once a year. The implementation will be performed at the begining of the spring semester.
2. Students are required to attend the session.
3. The phase coordinator will monitor the session. If necessary the dean, vice deans and heads of the educational boards will attend to the session.
4. All faculty members will be invited to the session.

**Implementation:**

**Before the Session**

1. Phase coordinator will report the results of the improvements of the educational program.
2. The program improvements report has three parts. The first part of the report includes improvements that have been completed, and those that are currently in progress. The second part of the report includes, improvements that are planned in medium term, and the third part of the report includes, improvements that are planned in the long term.
3. The program improvements report also includes the program evaluation data (student feedbacks, faculty feedbacks, results of the educational boards meetings etc.) in use of improvements.

**During the Session**

4. The phase coordinator will present the program improvements report to the students and the faculty members.
5. Students can ask questions about, and discuss, the results of the program improvement.

**Process:** The total period of session is 30 minutes and has two parts. The first part (15 minutes) covers, presenting of the program improvement report. The second part (15 minutes) covers, students' questions and discussion.

**After the Session**

6. The program improvement brief will be published on the website of Yeditepe University Faculty of Medicine (http://med.yeditepe.edu.tr).

## AIM AND LEARNING OBJECTIVES OF AREA ELECTIVE COURSES

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

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

# INDEPENDENT LEARNING

**Description:**

"Independent learning" is a process, a method and a philosophy of education in which a student acquires knowledge by his or her own efforts and develops the ability for inquiry and critical evaluation. It includes freedom of choice in determining one's learning objectives, within the limits of a given project or program and with the aid of a faculty adviser. It requires freedom of process to carry out the objectives, and it places increased educational responsibility on the student for the achieving of objectives and for the value of the goals (1).

**Aim:**

The aim of this instructional strategy is to develop the students' ability, to learn individually, so they are prepared for the classroom lessons, lectures, laboratory experiences and clinical practices, exams, professional life and have the abilities needed for lifelong learning.

**Objectives:**

*With this instructional strategy, students will develop;*

- the skills that will help them to learn independently.
- self-discipline in their work habits.
- their evidence based research skills by using reliable resources.
- their teamwork skills by studying together.
- their clinical skills as self-directed working in the clinical skills laboratory.

**Rules:**

1. All of the students will define independent learning process according to below algorithm.
2. All of the students will be required to fill out a form, which is a self-assessment form for the independent learning (methodology: timing, sources, strategy, etc.).
3. The students' academic performance and independent learning methodology will be analyzed comparatively, and feed-back on further improvements will be provided.

**What a student should do for learning independently?**

1. **Analyzing:** First you will need to analyze carefully, what your problems and weaknesses are. For example, if you are studying anatomy, is your weak area broadly upper limb, lower limb, or what?
2. **Addressing:** Once you've decided your specific problems, you can list them. Which one needs to be addressed urgently? Work out your priorities. Whatever your subject area is, don't be afraid to return to the basics if necessary. It may give you more confidence in the long run to ensure you have a proper understanding of basic concepts and techniques.
3. **Accessing:** If you need reliable information, or if you need to read about a subject and put it into context, a textbook may be the best place to start. However, the Internet may be helpful if you need very up-to-date information, specific facts, or an image or video etc. If you need an academic research article, reports or case studies for your topic, then a database (Pubmed etc.) would be the best option.
4. **Timing:** In the weekly syllabus you will see, a specific time called "independent learning hour" for your independent work. In addition to these hours, the students should also have their own time schedule for their study time at home.
5. **Planning:** Your next step will be to work out a realistic study-plan for your work. What goals could you literally set for yourself? Don't make them too ambitious but set minor goals or targets that you know you will be able to achieve without having to spend a very long time working on them. How many hours will you need to achieve them? How will you know when you've achieved them?
6. **Recording:** When you work independently, it's a good idea to keep a written record of the work you've done. This can help with further planning and also give a sense of achievement as well as provide something to include in a progress file. As time goes by you may surprise yourself with what you've been able to achieve. This could motivate you to keep going, as could increase your confidence, and even improve your results

7. **Reflecting:** Reflecting on what you've done can help you decide whether the activity was really effective, whether an alternative approach might be better on another occasion, whether you spent the right amount of time and whether you have achieved the target you'd set yourself.
8. **Improving:** Once you've achieved the target, the process of planning can start again. Your needs and priorities may have changed, so think about them and then set yourself to another target.

**Reminder:** For further information about the independent learning, please contact the Department of Medical Education.

**Reference:**

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

**For further reading useful resources to recommend to students**:

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

# ASSESSMENT PROCEDURES

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

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

* WEs consists of 50-100 questions.

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

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

## Grades

A letter grade is given to the students as a success grade, from the numerical values of the grades given by the relevant teaching staff for each course they take, taking into account the practice, laboratory and similar studies in the courses and examinations and academic activities.
Grades and Letter grades are shown for MED coded courses of Phase V in the following table:

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

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

**RULES FOR CLINICAL COURSES ATTENDANCE of THE STUDENTS**

Phase IV, V:

Clerkships (Clinical courses)

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

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

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

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

## Definitions of the Assessment Methods and Question Types

**MCQ** consist of a question, followed by five plausible alternative responses from which the student has to select the correct one.

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

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

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

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

**OE** is a practice in many schools of medicine and disciplines, where an examiner poses questions to the student in spoken form. The student has to answer the question in such a way as to demonstrate sufficient knowledge of the subject in order to pass the exam.

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

**OSCE** describes a form of competency-based assessment used to measure a student's clinical competence. During an OSCE, students are observed and evaluated as they go through a series of stations in which they interview, examine and treat simulated patients who present with some type of medical problem.

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

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

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

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

# YEDİTEPE UNIVERSITY FACULTY OF MEDICINE EXAM RULES

- **Seating-** Students will be seated by the exam observers or proctors. Students are not allowed to change their seats without permission.
- **Electronics** – During examinations or tests, students are prohibited from using electronic devices or any other means of communication and recording that have not been approved beforehand. All electronic devices are prohibited. Anyone who fails to comply with these regulations may be charged with academic fraud.
- **Absence** – No additional time will be given to students who are absent for part of the exam, regardless of the reason for their absence.
- **Scratch Paper** – Students are not allowed to bring scratch paper into the exam room.
- **Meaning of Questions** – Students may not consult the supervisor as to the meaning of any question.
- **Signature** – Students must sign their multiple-choice answer sheets and/or written-answer sheets.

- **Other activities requiring disciplinary action**-
    - Students must not give or receive assistance of any kind during the exam.
    - Gaining access to exam questions before the exam.
    - Using an unauthorized calculator or other mechanical aid that is not permitted.
    - Looking in the exam book before the signal to begin is given.
    - Marking or otherwise writing on the exam book or answer sheet before the signal to begin is given.
    - Making any changes, additions, deletions or other marking, erasing or writing on the exam book or answer sheet after the time for the exam has expired.
    - Having access to or consulting notes or books during the exam.
    - Looking at or copying from another student's paper.
    - Enabling another student to copy from one's paper.
    - Talking or otherwise communicating with another student during the exam or during the read through period.
    - Disturbing other students during the exam.
    - Consulting other persons or resources outside the exam room during the exam.
    - Copying questions or answers either on paper or with an electronic device to take from the exam room.
    - Taking an exam book or other exam materials from the exam room.
    - Taking an exam in place of another student.
    - Arranging to have another person take an exam for the student.
    - Disobeying to the conduct of supervisor during the exam.
    - Disclosing the contents of an exam to any other person.
    - Failing to remain in the exam room for a given period of time by the supervisors.
    - Failing to follow other exam instructions.

Those students found to have committed academic misconduct will face administrative sanctions imposed by the administration of Yeditepe University Faculty of Medicine according to the disciplinary rules and regulations of the Turkish Higher Education Council (YÖK) for students (published in the Official Journal on August 18th, 2012). The standard administrative sanctions include, the creation of a disciplinary record which will be checked by graduate and professional life, result in grade "F" on the assignment, exams or tests or in the class. Students may face suspension and dismissal from the Yeditepe University **for up to one school year**. In addition, student may loose any academic and non academic scholarships given by the Yeditepe University **for up to four years**. The appropriate sanctions are determined by the Yeditepe University administration according to egregiousness of the Policy violation.

## PROGRESS TEST

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

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

**Purpose**

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

**Obligation**

- PT is mandatory for all students.

**Frequency and Timing**

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

**Implementation**

- PT is performed online via EYS.

**Content**

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

**Feedback**

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

**Benefits**

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

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

## CLERKSHIP PROGRAMS

## (38 WEEKS)

**ORTHOPEDICS AND TRAUMATOLOGY (3 weeks)**

**PSYCHIATRY (2 weeks)**

**CHILD PSYCHIATRY (1 week)**

**NEUROSURGERY (2 weeks)**

**NEUROLOGY (3 weeks)**

**OPTHALMOLOGY (3 weeks)**

**OTORHINOLARYNGOLOGY (3 weeks)**

**DERMATOLOGY (3 weeks)**

**PHYSICAL MEDICINE AND REHABILITATION (2 weeks)**

**RADIOLOGY (2 weeks)**

**NUCLEAR MEDICINE (1 week)**

**AREA ELECTIVE COURSES (1 week)**

- **THE LİFE STYLE MEDİCİNE**
- **CLİNİCAL MİCROBİOLOGY**
- **CLİNİCAL IMMUNOLOGY**
- **INTENSIVE CARE**
- **SURGİCAL ANATOMY**
- **RADIATION ONCOLOGY**

**ANESTHESIOLOGY AND REANIMATION (2 weeks)**

**UROLOGY (2 weeks)**

**INFECTIOUS DISEASES AND CLINICAL MICROBIOLOGY (2 weeks)**

**PEDIATRIC SURGERY (2 weeks)**

**MEDICAL GENETICS (1 week)**

**CLINICAL PHARMACOLOGY (1.5 week)**

**FORENSIC MEDICINE (1.5 week)**

## PHASE V ORIENTATION PROGRAM

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

İlke Bahçeci Şimşek, MD Prof. (Coordinator)

Ece Genç, PhD Prof. (Co-coordinator)

Hatice Türe, MD Prof. (Co-coordinator)

Müzeyyen Doğan, MD Prof. (Co-coordinator)

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

Pınar Çıragil MD Prof. (Co-coordinator)

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

# ORTHOPEDICS AND TRAUMATOLOGY TRAINING PROGRAM

## (Lecture 3 weeks)

## YEDİTEPE UNIVERSITY HOSPITAL

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

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

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

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

**Week 2**

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

**Week 3**

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

## PSYCHIATRY TRAINING PROGRAM

## YEDİTEPE UNIVERSITY HOSPITAL (2 weeks)

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

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

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

| NCC-2020 BASIC MEDICAL PROCEDURES<br>(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**<br>Introductory Session (Introduction to Psychiatry)<br>*Okan Taycan* | **Lecture**<br>Obsessive Compulsive Disorder<br>*Naz B. Akbaş* | **Lecture**<br>Psychiatric Assessment of a Patient<br>Signs and Symptoms in Psychiatry<br>*Hakan Atalay* Serhat Tunç | **Lecture**<br>Somatic Symptom Disorders<br>Eating Disorders<br>*Naz B. Akbaş* | **Independent Learning** |
| **11:00-12:00** | **Lecture**<br>Schizophrenia and Other Psychoses<br>*Okan Taycan* | **Lecture**<br>Delirium and Other Cognitive Disorders<br>*Naz B. Akbaş* | **Lecture**<br>Bipolar Disorders<br>Major Depressive Disorder<br>*Hakan Atalay* | **Lecture**<br>Substance Related Disorders<br>*Naz B. Akbaş* | **Independent Learning** |
| **12:00-13:00** | **Lunch** | **Lunch** | **Lunch** | **Lunch** | **Lunch** |
| **13:00-14:30** | **Lecture**<br>Personality Disorders<br>*Okan TaycanOkan Taycan* | Psychiatry Dep. Journal Club<br>*Hakan Atalay* | **Lecture**<br>Anxiety Disorders<br>*Hakan Atalay* | **Independent Learning** *Hakan Atalay* | **Independent Learning**<br>*Naz B. Akbaş* |
| **14:45-16:15** | **Lecture**<br>Trauma and related disorders<br>Dissociative Disorders<br>*Okan TaycanOkan Taycan* | **Independent Learning** *Okan Taycan* | **Lecture**<br>Psychiatric Emergencies & Suicide<br>*Hakan Atalay* | **Independent Learning** | **Independent Learning** *Naz B. Akbaş* |
| **16:30-17:30** | **Independent Learning** | **Independent Learning** | **Independent Learning** | **Independent Learning** | **Independent Learning** |

## Week 2

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

## CHILD AND ADOLESCENT PSYCHIATRY TRAINING PROGRAM

## (1 week)

## YEDİTEPE UNIVERSITY HOSPITAL

Oğuzhan Zahmacıoğlu, MD. Assoc Prof.

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

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

## NEUROSURGERY TRAINING PROGRAM

## (2 weeks)
## YEDİTEPE UNIVERSITY HOSPITAL

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

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

| NCC-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 |
| Glascow-coma-scale assessment | 3 |
| Appropriate patient transportation | 3 |
| Giving patient recovery position | 3 |
| Performing lomber puncture | 1 |
| Minimental status examination | 1 |
| Cervical collar application | 3 |
| Superficial suturing and removal of sutures | 1 |
| ‘’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**<br>Neuroanatomy Review<br>*Aikaterini Panteli* | **Lecture**<br>Head Trauma<br>*Aikaterini Panteli* | **Lecture**<br>Degenerative Spinal Disease 1<br>*Ahmet Hilmi Kaya* | **Lecture**<br>Intracranial Tumors 1<br>*Uğur Türe* | **Lecture**<br>Vascular Neurosurgery 1<br>*Uğur Türe* |
| 11.00- 11.50 | **Lecture**<br>Neuroanatomy Review<br>*Aikaterini Panteli* | **Lecture**<br>Spinal Trauma<br>*Aikaterini Panteli* | **Lecture**<br>Degenerative Spinal Disease 2<br>*Ahmet Hilmi Kaya* | **Lecture**<br>Intracranial Tumors 2<br>*Uğur Türe* | **Lecture**<br>Vascular Neurosurgery 2<br>*Uğur Türe* |
| 12.00 - 13.00 | **Lunch** | **Lunch** | **Lunch** | **Lunch** | **Lunch** |
| 13.00- 13.50 | **Lecture**<br>Neurological examination of the neurosurgical patient<br>*Aikaterini Panteli* | **Lecture**<br>Intracranial hypertension<br>*Ahmet Hilmi Kaya* | **Lecture**<br>Spinal Tumors<br>*Ahmet Hilmi Kaya* | **Lecture**<br>Spinal Stenosis<br>*Ahmet Hilmi Kaya* | **Lecture**<br>Pediatric Neurosurgery<br>*Aikaterini Panteli* |
| 14.00 – 14.50 | **Lecture**<br>Neurological examination of the neurosurgical patient<br>*Aikaterini Panteli* | **Lecture**<br>Hydrocephalus<br>*Ahmet Hilmi Kaya* | **Lecture**<br>Spinal Tumors<br>*Ahmet Hilmi Kaya* | **Lecture**<br>Spondylolisthesis<br>*Ahmet Hilmi Kaya* | **Lecture**<br>Pediatric Neurosurgery<br>*Aikaterini Panteli* |
| 15.00- 15.50 | **Outpatient clinic** | **Outpatient clinic** | **Outpatient clinic** | **Outpatient clinic** | **Outpatient clinic** |
| 16.00-16.50 | | | | | |
| 17.00- 17.50 | **Independent Learning** | **Independent Learning** | **Independent Learning** | **Independent Learning** | **Independent Learning** |

## Week 2

<table>
<tr><td rowspan="2">09.00- 09.50</td><td>Monday</td><td>Tuesday</td><td>Wednesday</td><td>Thursday</td><td>Friday</td></tr>
<tr><td>Grand rounds</td><td>Grand rounds</td><td>Grand rounds</td><td>Grand rounds</td><td>Assessment Session</td></tr>
<tr><td>10.00- 10.50</td><td rowspan="2">Operation theatre</td><td rowspan="2">Operation theatre</td><td rowspan="2">Operation theatre</td><td rowspan="2">Operation theatre</td><td rowspan="2">Program Evaluation Session<br>Review of the Exam Questions<br>Evaluation of the Program<br>Uğur Türe<br>Ahmet Hilmi Kaya</td></tr>
<tr><td>11.00- 11.50</td></tr>
<tr><td>12.00- 13.00</td><td>Lunch</td><td>Lunch</td><td>Lunch</td><td>Lunch</td><td>Lunch</td></tr>
<tr><td>13.00- 13.50</td><td>Lecture<br>Infections in Neurosurgery<br>Aikaterini Panteli</td><td>Lecture<br>Functional neurosurgery<br>Ahmet Hilmi Kaya</td><td>Lecture<br>Nerve Entrapment Syndromes<br>Aikaterini Panteli</td><td rowspan="2">Outpatient clinic</td><td rowspan="5">Independent Learning</td></tr>
<tr><td>14.00- 14.50</td><td rowspan="2">Student seminar</td><td rowspan="2">Student seminar</td><td rowspan="2">Student seminar</td></tr>
<tr><td>15.00- 15.50</td><td rowspan="3">Independent Learning</td></tr>
<tr><td>16.0- 16.50</td><td rowspan="2">Independent Learning</td><td rowspan="2">Independent Learning</td><td rowspan="2">Independent Learning</td></tr>
<tr><td>17.00 – 17.50</td></tr>
</table>

## NEUROLOGY TRAINING PROGRAM

## (3 weeks)

## YEDİTEPE UNIVERSITY HOSPITAL

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

**&**

## FATİH SULTAN MEHMET TRAINING AND RESEARCH HOSPITAL

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

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

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

| **NCC-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 lomber puncture | 2 |
| Minimental status examination | 3 |
| Preparing patient file | 3 |
| Musculoskeletal system examination | 3 |
| Glascow-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** *Rana Karabudak* | **Case Studies** |
| **10.30- 11.20** | **Lecture** Semiology *Pelin Doğan Ak* | **Lecture** Medula Spinalis disorders *Berrin Aktekin* | **Clinical Experience (Neurology Policlinic)** | **Lecture** Basics of Neuroimmunology *Rana Karabudak* | **Clinical Experience (Outpatient)** |
| **11.30- 12.00** | **Lecture** Coma *Leyla Ramazanoğlu* | **Lecture** Epilepsy *Berrin Aktekin* | **Lecture** CNS infections *Yüksel Dede* | **Lecture** Demyelinating Disorders I *Rana Karabudak* | **Student Group Study** |
| **12.00- 12.50** | **Lunch** | **Lunch** | **Lunch** | **Lunch** | **Lunch** |
| **13.00- 13.50** | **Lecture** Sleep Disorders *H. Rengin Bilgen Akdeniz* | **Lecture** Epilepsy *Berrin Aktekin* | **Lecture** Dementia *Yüksel Dede* | **Lecture** Demyelinating Disorders II *Rana Karabudak* | **Lecture** Cerebrovascular Disorders *Işıl Kalyoncu Aslan* |
| **14.00- 14.50** | **Lecture** Peripheral Nerve Disorders *Eren Gözke* | **Lecture** EEG *Berrin Aktekin* | **Lecture** Extrapyramidal Disorders *Yüksel Dede* | **Lecture** Neuromuscular Junction Disorders *Rana Karabudak* | **Lecture** Motor neuron disorders *Burcu Bulut Okay* |
| **15.00- 15.50** | | **Clinical Experience (Neurology polyclinc)** | | | **Lecture** Haedaches *H. Rengin Bilgen Akdeniz* |

## Week 2

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

## Week 3

<table>
<tr><th></th><th>Monday</th><th>Tuesday</th><th>Wednesday</th><th>Thursday</th><th>Friday</th></tr>
<tr><td>09.00- 09.S0</td><td rowspan="3">Journal Club</td><td rowspan="2">Clinical Experience<br>(Outpatient)</td><td rowspan="4">Clinical Experience<br>(Outpatient)<br>Neurologic Exam<br>And<br>Semiology</td><td rowspan="2">Clinical Experience<br>(Outpatient)</td><td>Independent Learning</td></tr>
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<tr><td>14.00- 14.S0</td><td>Clinical Experience<br>H. Rengin Bilgen Akdeniz</td><td>Clinical Experience<br>Y. Dede</td><td>Clinical Experience<br>B. Aktekin</td><td rowspan="2">Clinical Experience<br>(Outpatient)</td></tr>
<tr><td>15.00- 15.50</td><td>Clinical Experience (Outpatient)</td><td>Clinical Experience<br>(Outpatient)</td><td>Clinical Experience<br>(Outpatient)</td><td rowspan="3">Program Evaluation Session<br>Review of the Exam Questions, Evaluation of the Program (Neurologist in charge)</td></tr>
<tr><td>16.00- 16.50</td><td rowspan="2">Independent Learning</td><td rowspan="2">Independent Learning</td><td rowspan="2">Independent Learning</td><td rowspan="2">Independent Learning</td></tr>
<tr><td>17.00-17.50</td></tr>
</table>

# OPHTHALMOLOGY TRAINING PROGRAM

**YEDİTEPE UNIVERSITY EYE CENTER**

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

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

| | |
|---|---|
| | 13. ***Interpret*** ocular manifestations of systemic diseases. |
| | 14. ***Outlines*** methods of examination in ophthalmology. |
| **SKILLS** | 1. ***Measure*** and record far and near visual acuity in adults and children<br>2. ***Measure*** the pupillary size and assess the direct, consensual pupillary reaction and relative afferent pupillary defect (RAPD).<br>3. ***Examine*** ocular motility in the six primary directions.<br>4. ***Perform*** direct ophthalmoscopy and document the appearance of retinal arterioles, venules, optic nerve head and macula.<br>5. ***Perform*** putting in eye drops either for treatment or for pharmacologically dilating the pupils in order to facilitate the examination of the fundus.<br>6. ***Perform*** the technique for determination of confrontation of visual field.<br>7. ***Examine*** the tarsal conjunctiva by everting the upper lid.<br>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,<br>2. ***Judge*** the importance of emergeny cases and to refer the cases in appropriate condition.<br>3. ***Be alert*** to eye problems of systemic diseases.<br>4. ***Demostrate*** 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 *Özge Yabaş Kızıloğlu* | | Lecture Methods of Examination *İlke Bahçeci Şimşek* | | |
| 11.30- 12.00 | Clinical experience | Student Group Study2 | Student Group Study2 | Student Group Study2 | Student Group Study2 |
| 12.00- 12.50 | Lunch | Lunch | Lunch | Lunch | Lunch |
| 13.00- 13.50 | Clinical Experience1 (Outpatient) | Lecture Refractive Errors *Alp Kayıran* | Lecture Conjunctiva *Beril Küçümen* | Lecture Cornea *Alp Kayıran* | Lecture Tear Film and Lacrimal Apparatus *İlke Bahçeci Şimşek* |
| 14.00- 14.50 | | Clinical Experience1 (Outpatient) | Clinical Experience1 (Outpatient) | Clinical Experience1 (Outpatient) | Clinical Experience1 (Outpatient) |
| 15.00- 15.50 | | | | | |
| 16.00- 16.50 | Independent Learning | Independent Learning | Independent Learning | Independent Learning | Independent Learning |
| 17.00-17.50 | | | | | |

## Week 2

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

## Week 3

<table>
<tr><th></th><th>Monday</th><th>Tuesday</th><th>Wednesday</th><th>Thursday</th><th>Friday</th></tr>
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<tr><td>17.00-17.50</td></tr>
</table>

***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 Kılıçoglu , MD specialist**
**Ömer Faruk Birkent (Audiologist), MSc**

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

| | |
|---|---|
| | K.17. ***describe*** basics and medical treatment of laryngopharyngeal reflux |

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

**ASSESSMENT TABLE**

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

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

## 1ST WEEK

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

## 2nd WEEK

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

## 3rd WEEK

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|---|---|---|---|---|---|
| *09.00-09.50* | **Lecture**<br>*Ent Emergencies*<br>Meltem Bozacı Kılıçoglu | **Lecture**<br>Maxillofacial Trauma<br>Nihal Seden Boyoğlu | **Lecture**<br>Congenital Laryngeal and Voice Disorders<br>Nihal Seden Boyoğlu | **Clinical Experience (Outpatient)**<br>*Müzeyyen Doğan* | **Assessment Session (Written Exam)** |
| *10.00-10.50* | **Lecture**<br>*Ent Emergencies*<br>Meltem Bozacı Kılıçoglu | **Lecture**<br>Deep Neck Infections<br>Zeynep Alkan | ***Lecture***<br>*Congenital Laryngeal and Voice Disorders*<br>Nihal Seden Boyoğlu | **Clinical Experience (Outpatient)**<br>*Müzeyyen Doğan* | **Assessment Session (Practical Exam)** |
| *11.00 -11.50* | **Clinical Experience (Outpatient)**<br>Meltem Bozacı Kılıçoglu | **Clinical Experience (Outpatient)**<br>Meltem Bozacı Kılıçoglu | **Clinical Experience (Outpatient)**<br>*Müzeyyen Doğan* | **Clinical Experience (Outpatient)**<br>*Müzeyyen Doğan* | |
| 12.00 -12.50 | **Lunch** | **Lunch** | **Lunch** | **Lunch** | **Lunch** |
| *13.00 -13.50* | **Clinical Experience (Outpatient)**<br>Meltem Bozacı Kılıçoglu | **Clinical Experience (Outpatient)**<br>Meltem Bozacı Kılıçoglu | **Clinical Experience (Outpatient)**<br>*Müzeyyen Doğan* | **Clinical Experience (Outpatient)**<br>*Müzeyyen Doğan* | **Program Evaluation Session**<br>*Review of the Exam Questions*<br>*Evaluation of the Program*<br>*Müzeyyen Doğan* |
| *14.00 -14.50* | **Clinical Experience (Outpatient)**<br>Meltem Bozacı Kılıçoglu | **Clinical Experience (Outpatient)**<br>Meltem Bozacı Kılıçoglu | **Clinical Experience (Outpatient)**<br>*Müzeyyen Doğan* | **Clinical Experience (Outpatient)**<br>*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**<br>*Aim of this clerkship is to*; |
|---|---|
| **AIM** | 1. ***to equip*** students ***with*** necessary knowledge, skills and attitudes required for diagnosis, treatment and prevention of frequently observed dermatologic and sexually transmitted diseases |
| **LEARNING OBJECTIVES** | *At the end of this term, student should be able to:* |
| **KNOWLEDGE** | 1. ***evaluate*** patient and dermatovenereological examination methods |
| | 2. ***explain*** diagnosis and differential diagnosis of common dermatologic diseases |
| | 3. ***tell*** basic diagnostic methods (search of fungal infection with KOH, wood light) |
| | 4. ***state*** dermatologic emergencies and to choose patients who should be sent to a specialist |
| | 5. ***explain*** diagnosis and treatment of frequently seen cutaneous infections (bacterial, fungal, viral) and infestations |
| | 6. ***describe*** frequently observed sexually transmitted diseases |
| **SKILLS** | 7. ***perform*** a relevant dermatovenereologic history taking |
| | 8. ***perform*** superficial wound care |
| | 9. ***interpret*** clinical and laboratory data |
| | 10. ***manage*** common dermatological disorders and emergency cases |
| **ATTITUDES** | 11. ***value*** identification of elementary lesions successfully |
| | 12. ***give*** importance to differentiate dermatologic lesions which are related to systemic diseases and send patient to a dermatologist |

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

## 2nd Week

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

## 3rd Week

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

## PHYSICAL MEDICINE AND REHABILITATION TRAINING PROGRAM

## (2 weeks)

## YEDİTEPE UNIVERSITY HOSPITAL

**Head of the Department:**
Mert Çetin. MD Asist. Prof.

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

**Head of the Department:** İlknur Aktaş, MD Prof.
**Lecturer:** Yunus Emre Doğan, MD
Kemal Sarı, MD
Tuğba Kulle, MD
Gülcan Öztürk, MD

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

| | |
|---|---|
| | 11. ***evaluate*** radiology of spine and joints in musculoskeletal system diseases |
| | 12. ***describe*** physical therapy agents used in rehabilitation and their indications and contraindications |
| | 13. **describe** symptoms and signs of peripheral nerve injuries, polyneuropathies |
| | 14. ***explain*** rehabilitation principles of peripheral nerve injuries and treatment approaches |
| **SKILLS** | 15. **perform** relevant history taking from patient with musculoskeletal system disorder |
| | 16. ***perform*** musculoskeletal system and neurologic examination |
| | 17. ***examine*** muscle strength and spasticity |
| | 18. ***execute*** detailed neurologic examination in patients with stroke and spinal cord injury. |
| | 19. ***trobleshoot*** patient immobilization regarding complications |
| | 20. ***provide*** correct bed position |
| | 21. **follow** decubitus |
| **ATTITUDES** | 22. ***support*** conservative treatments and preventions in patients with musculoskeletal system disease |
| | 23. ***participate*** good relationship with patients and patient's companions |
| | 24. ***be aware of*** importance of quality of life |

| **NCC-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%** |
| **Pass/Fail Decision** | **Proportion (*in Pass/Fail Decision)*** |
| Pencil-Paper Tests | 100% |
| **Total** | **100%** |

**Week 1**

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|---|---|---|---|---|---|
| 09.00 - 09.50 | **Introductory Session**<br>Y.E. Doğan | **Lecture** Rehabilitation of Neurologic Diseases<br>T.Kulle | **Lecture** Inflammatory Joint Diseases<br>K.Sarı | **Lecture**<br>Therapeutic Exercises<br>G. Öztürk | **Ward Round**<br>**Inpatient**<br>(FSM) |
| 10.00 -10.50 | **Lecture** Musculoskeletal (Locomotor) System Symptoms and Signs<br>Y.E. Doğan | **Lecture** Rehabilitation of Neurologic Diseases<br>T.Kulle | **Lecture**<br>Spondyloarthropathies<br>K.Sarı | **Lecture**<br>Pain Pathophysiology, Classification and Treatment<br>G. Öztürk | **Ward Round**<br>**Inpatient**<br>(FSM) |
| 11.00 - 11.50 | **Lecture** Musculoskeletal (Locomotor) System Examination<br>Y.E. Doğan | **Lecture**<br>Rehabilitation of Diseases of Spine and Spinal Cord<br>T.Kulle | **Lecture**<br>Spondyloarthropathies<br>K.Sarı | **Lecture**<br>Drug Use in Musculuskeletal System Disorders<br>G. Öztürk | **Ward Round**<br>**PTU**<br>**(Physical Therapy Unit)**<br>(FSM) |
| 12.00 - 14.00 | **Lunch** | **Lunch** | **Lunch** | **Lunch** | **Lunch** |
| 14.00 - 14.50 | **Lecture**<br>Diagnosis and Treatment of Cervical and Upper Extremity Pain (YU)<br>*M.Çetin* | **Lecture**<br>Radiologic Evaluation of Musculoskeletal Disorders (YU)<br>*M.Çetin* | **Lecture** Degenerative Arthritis<br>(YU)<br>K.Sarı | **Lecture**<br>Peripheral Nerve Diseases<br>*M.Çetin* | **Clinical Experience**<br>**(Outpatient)**<br>(FSM) |
| 15.00 – 15.50 | **Lecture**<br>Differential Diagnosis and Treatment of Low back and Lower Extremity Pain (YU)<br>*M.Çetin* | **Lecture**<br>Physical Agents, Orthotic and Prosthetic Use in Rehabilitation<br>*M.Çetin* | **Lecture** Osteoporosis and Metabolic Diseases<br>Y.E. Doğan | **Lecture**<br>Peripheral Nerve Diseases<br>*M.Çetin* | **Clinical Experience**<br>**(Outpatient)**<br>(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**<br>Neurological Examination of Patients With Spinal cord İnjury<br>Y.E. Doğan | **Ward Round**<br>(FSM) | **Ward Round**<br>(FSM) | **Ward Round**<br>(FSM) | **Assessment Session (YU)** |
| 10.00 -10.50 | **Practical Education**<br>Neurological Examination of Patients With Hemiplegia<br>Y.E. Doğan | **Ward Round**<br>(FSM) | **Ward Round**<br>(FSM) | **Ward Round**<br>(FSM) | |
| 11.00 - 11.50 | **Practical Education**<br>Gait abnormalities and orthosis (Hemiplegia, Cerebral Palsy etc..)<br>Y.E. Doğan | **Clinical Experience (Outpatient)**<br>(YU) | **Clinical Experience (Outpatient)**<br>(YU) | **Clinical Experience (Outpatient)**<br>(YU) | |
| 12.00 - 14.00 | **Lunch** | **Lunch** | **Lunch** | **Lunch** | **Lunch** |
| 14.00 - 14.50 | **Clinical Experience (Outpatient)**<br>(FSM) | **Practical Education**<br>Physical Examination of Upper and Lower Extremity<br>(YU)<br>*M.Çetin* | **Practical Education**<br>Therapeutic Exercises<br>(YU)<br>*M.Çetin* | **Clinical Experience (Outpatient)**<br>(YU) | **Program Evaluation Session**<br>**Review of the Exam Questions, Evaluation of the Program (YU)** |
| 15.00 – 15.50 | **Clinical Experience (Outpatient** (FSM) | **Clinical Experience (Outpatient)**<br>(YU) | **Clinical Experience (Outpatient)**<br>(YU) | **Clinical Experience (Outpatient)**<br>(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 Ekinci, MD Prof.
Ayşegül Görmez, MD Assist. Prof.
Sunel Kaynar, MD
Ezgi Kartal, MD

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

| **NCC-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<br>Kozyatağı | Tuesday<br>Koşuyolu | Wednesday<br>Koşuyolu | Thursday<br>Kozyatağı | Friday<br>Kozyatağı |
|---|---|---|---|---|---|
| **09.00- 09.50** | **Introductory Session**<br>(Introduction to Radiology)<br>*……..* | **Lecture**<br>Neuroradiology<br>*Gazanfer Ekinci* | **Lecture**<br>Gastointestinal and Hepatobiliary Imaging<br>*Ayşegül Görmez* | **Lecture**<br>Breast Imaging<br>*Lecturer* | **Independent Learning** |
| **10.00- 10.50** | **Lecture**<br>Radiation Physics<br>*……* | **Lecture**<br>Imaging of Head & Neck<br>*Gazanfer Ekinci* | **Lecture**<br>Gastointestinal and Hepatobiliary Imaging<br>*Ayşegül Görmez* | **Lecture**<br>PA Chest Radiography<br>*Lecturer* | |
| **11.00- 11.50** | **Lecture**<br>X-Ray Safety and Protection<br>*……..* | **Lecture**<br>Spinal Imaging<br>*Gazanfer Ekinci* | ***Lecture***<br>Genitourinary Imaging<br>*Ayşegül Görmez* | **Lecture**<br>Chest Imaging<br>*Lecturer* | |
| **12.00- 13.50** | **Lunch** | **Lunch** | **Lunch** | **Lunch** | **Lunch** |
| **14.00- 15.50** | **Clinical experience (Outpatient)** | **Clinical Skills Training**<br>Advanced MRI and CT Techniques and Postprocessing<br>*Zeynep Fırat*<br>**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<br>Kozyatağı | Tuesday<br>Koşuyolu | Wednesday<br>Kozyatağı | Thursday<br>Kozyatağı/Koşuyolu | Friday<br>Koşuyolu |
|---|---|---|---|---|---|
| **09.00- 09.50** | **Lecture**<br>Imaging of Musculoskeletal System<br>*……..* | **Lecture**<br>Interventional Radiology<br>*Melih Topcuoğlu* | **Discussion / Journal Club (Large Group)**<br>*Lecturer* | **Assessment Session (Oral examination)** | **Assessment Session (Written examination)** |
| **10.00- 10.50** | **Lecture**<br>Imaging of Musculoskeletal System<br>*……..* | **Lecture**<br>Vascular Imaging<br>*Melih Topcuoğlu* | **Discussion / Journal Club (Large Group)**<br>*Lecturer* | | |
| **11.00- 11.50** | **Lecture**<br>Imaging of Musculoskeletal System<br>*……..* | **Lecture**<br>Cardiac Imaging<br>*Melih Topcuoğlu* | **Case-Based General Review Lecture**<br>*Lecturer* | | |
| **12.00- 13.50** | **Lunch** | **Lunch** | **Lunch** | **Lunch** | **Lunch** |
| **14.00- 14.50** | **Independent Learning** | **Independent Learning** | **Independent Learning** | **Independent Learning** | **Program Evaluation Session**<br>Review of the Exam Questions, Evaluation of the Program<br>*Melih Topcuoğlu* |
| **15.00- 15.50** | | | | | |
| **16.00- 17.50** | | | | | |

## NUCLEAR MEDICINE TRAINING PROGRAM

## (1 week)
## YEDİTEPE UNIVERSITY HOSPITAL

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

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

## ASSESSMENT TABLE

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

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

## Week 1

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|---|---|---|---|---|---|
| **09.00- 09.50** | **Introductory Session** (Introduction to NM)<br>*Nalan Alan Selçuk* | **Lecture**<br>NM In Hyperthyroidism<br>*Emre Demirci* | **Lecture**<br>Introduction to PET Imaging<br>*Biray Caner* | **Lecture**<br>Radionuclide Therapy -1<br>*Nalan Alan Selçuk* | **Theoretical Examination** |
| **10.00- 10.50** | **Lecture**<br>Basic Radiation Physics and Radiation Detectors in NM *Türkay Toklu* | **Lecture**<br>Renal Scintigraphy<br>*Emre Demirci* | **Lecture**<br>FDG-PET in Cancer - 1<br>*Biray Caner* | **Lecture**<br>Radionuclide Therapy -2<br>*Nalan Alan Selçuk* | |
| **11.00- 11.50** | **Lecture**<br>Introduction to NM<br>*Türkay Toklu* | **Lecture**<br>Lung Perfusion and Ventilation Scintigraphy (V/Q Scan)<br>*Emre Demirci* | **Lecture**<br>FDG-PET in Cancer - 2<br>*Biray Caner* | **Lecture**<br>NM In Thyroid Cancer<br>*Nalan Alan Selçuk* | |
| **12.00- 12.50** | **Lunch** | | | | |
| **13.00- 13.50** | **Lecture**<br>Imaging Techniques in NM<br>*Türkay Toklu / Hüseyin Adıgüzel* | **Lecture**<br>Non-FDG PET Tracers<br>*Emre Demirci* | **Clinical Experience**<br>PET Imaging<br>*Biray Caner* | **Lecture**<br>Myocardial Perfusion Scan and Cardiological PET Applications<br>*Nalan Alan Selçuk* | **Asessment Session Program**<br><br>**Evaluation Session**<br>Review of the Exam Questions<br>Evaluation of the Program<br>*Nalan Alan Selçuk* |
| **14.00- 14.50** | **Laboratory** Radiopharmaceuticals, Gamma Camera, PET/CT, Thyroid Uptake System<br>*Alper Güler / Hüseyin Adıgüzel* | **Lecture**<br>Bone Scintigraphy and Other Tumor Agents<br>*Emre Demirci* | **Clinical Experience**<br>PET Imaging<br>*Biray Caner* | | |
| **15.00- 15.50** | | **Lecture**<br>Other Conventional NM Applications<br>*Emre Demirci* | **Clinical Experience**<br>PET Imaging<br>*Biray Caner* | **Lecture**<br>Brain Imaging and Neurological PET Application<br>*Nalan Alan Selçuk* | |
| **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**<br>*Aim of this clerkship is to*; |
|---|---|
| **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** | *At the end of this term, student should be able to:* |
| **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**<br>Introduction to Surgical Anatomy<br>E.Söztutar | **Lecture**<br>Topographic and Radiologic Anatomy of the Pelvis<br>E.Bilişli | **Lecture**<br>Topographic and Radiologic Neuroanatomy<br>A. Kurt | **Lecture**<br>Topographic and Radiologic Anatomy of the Head and Neck<br>P. Shojaolsadati | Oral presentation assessment session |
| 11:00-11:50 | **Lecture**<br>Topographic and Radiologic Anatomy of the Thorax<br>A.Saç | **Lecture**<br>Signs and Symptoms related to Pelvic Organs<br>E.Bilişli | **Lecture**<br>Signs and Symptoms related to Central Nervous System<br>A. Kurt | **Lecture**<br>Signs and Symptoms related to Bones, Joints, Muscles and Peripheral Nervous System<br>P. Shojaolsadati | |
| 12:00-12:50 | Lunch | Lunch | Lunch | Lunch | Lunch |
| 13:00-13:50 | **Lecture**<br>Topographic and Radiologic Anatomy of the Abdomen<br>A.Saç | **Lecture**<br>Signs and Symptoms related to Pelvic Organs<br>E.Bilişli | **Lecture**<br>Surgical Approaches to Central Nervous System<br>A. Kurt | **Lecture**<br>Surgical Approaches in Orthopedics and Plastic and Reconstructive Surgery<br>P. Shojaolsadati | Assessment Session Written Exam |
| 14:00-14:50 | **Lecture**<br>Signs and Symptoms related to Thoraco-abdominal Organs<br>A.Saç | **Lecture**<br>Surgical approaches to pelvic organs<br>E.Bilişli | **Lecture**<br>Ear, Nose, and Throat Surgical Anatomy<br>E.Söztutar | **Lecture**<br>Surgical approaches in orthopedics and plastic and reconstructive surgery<br>P. Shojaolsadati | |
| 15:00-15:50 | **Lecture**<br>Surgical Approaches to Thoraco-abdominal Organs<br>A.Saç | **Lecture**<br>Developmental defects and Pediatric Surgery<br>E.Bilişli | **Lab**<br>Central Nervous System, Ear, Nose, and Pharynx<br>A. Kurt | **Lab**<br>Head and Neck, Upper and Lower Limbs<br>P. Shojaolsadati | |
| 16:00-16:50 | **Lab**<br>Thorax and Abdomen<br>A.Saç | **Lab**<br>Pelvis<br>E.Bilişli | **IL** | **Discussion**<br>Minor Surgeries and Medical Esthetics<br>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**<br>*Aim of this clerkship is to*; |
|---|---|
| **AIM** | 1. ***convey*** necessary knowledge on anesthesia and anesthesia methods, anesthetic agents.<br>2. ***equip*** students ***with*** skills and attitudes required to manage patients in intensive care unit. |
| **LEARNING OBJECTIVES** *At the end of this term, student should be able to:* | |
| **KNOWLEDGE** | 1. ***Define*** anesthesia and 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. Explane** 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,<br>**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 Pencil-Paper Tests)*** |
|---|---|
| Multiple Choice Questions | 60% |
| Extended Matching Questions | 20% |
| Key Features | 20% |
| **Total** | **100 %** |
| **Other Assessment Methods and Tools** | **Proportion (*in Other Assessments Methods and Tools)*** |
| Structured Oral Exam (SOE) | 80% |
| Portfolio Evaluation | 20% |
| **Total** | **100 %** |
| **Pass/Fail Decision** | **Proportion (*in Pass/Fail Decision)*** |
| Pencil-Paper Tests | 50% |
| Other Assessments Methods and Tools | 50% |
| **Total** | **100 %** |

# ANESTHESIOLOGY and REANIMATION Theoretical Program

## Week 1

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|---|---|---|---|---|---|
| **10.00-10.50** | **Introductory Session**<br>(Introduction to Anesthesia)<br>*Özge Köner* | **Lecture**<br>Sepsis<br>*Sibel Temür* | **Lecture**<br>Shock<br>*Tuğhan Utku* | **Lecture**<br>Acute Respiratory Insufficiency<br>*Hatice Türe / EzgiAytaç* | CLINICAL PRACTICE OPERATING ROOM AND INTENSIVE CARE UNIT (ICU) |
| **11.00 –12.00** | **Lecture**<br>Introduction to General Anesthesia<br>*Özge Köner* | **Lecture**<br>Fluid-Electrolyte Balance<br>*Özge Köner* | **Independent Learning** | **Lecture**<br>Mechanical Ventilation<br>*Tuğhan Utku* | |
| **12.00-14.00** | **Lunch** | **Lunch** | **Lunch** | **Lunch** | **Lunch** |
| **14.00-14.50** | **Lecture**<br>Acid-Base Disorders and Arterial<br>Blood Gas Evaluation-I<br>*Özge Köner* | **Lecture**<br>**CPR**-Basic Life Support<br>*Sibel Temür* | **Lecture**<br>Anaphylaxis<br>*Ferdi Menda* | **Lecture**<br>Coma / Brain Death<br>*Tuğhan Utku* | CLINICAL PRACTICE OPERATING ROOM AND INTENSIVE CARE UNIT (ICU) |
| **15.00-15.50** | **Lecture**<br>Acid-Base Disorders and Arterial Blood Gas Evaluation-II *Özge Köner* | **Lecture**<br>CPR-Advanced Life Support<br>*Sibel Temür* | **Lecture**<br>Pain<br>*Ferdi Menda* | **Lecture**<br>Thermoregulation<br>*Hatice Türe / Ezgi Aytaç* | |
| **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<br>OPERATING ROOM AND INTENSIVE CARE UNIT (ICU) | | | | **Independent Learning** |
| **13:00-14:00** | **LUNCH BREAK** | | | | **Independent Learning** |
| **14:00-16:00** | CLINICAL PRACTICE<br>OPERATING ROOM AND INTENSIVE CARE UNIT (ICU) | | | | **Assessment Session**<br>**14.00 – 15.30**<br>**Program Evaluation Session**<br>**Evaluation of the Program**<br>*Özge KÖNER*<br>*Sibel TEMÜR*<br>Hatice Türe/Tuğhan Utku |

Week 2 Schedule

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

| 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**<br>Introduction to Urology<br>*Faruk Yencilek* | Case Presentation<br>(student)<br>*Faruk Yencilek* | Case Presentation<br>(student)<br>*Faruk Yencilek* | Case Presentation<br>(student)<br>*Faruk Yencilek* | Case Presentation<br>(student)<br>*Faruk Yencilek* |
| **9:00-12:00** | Clinical Experience<br>(Outpatient)<br>*Faruk Yencilek* | Clinical Experience<br>(Outpatient)<br>*Faruk Yencilek* | Clinical Experience<br>(Outpatient)<br>*Faruk Yencilek* | Clinical Experience<br>(Surgical)<br>*Faruk Yencilek* | Clinical Experience<br>(Surgical)<br>*Faruk Yencilek* |
| **12:00-13:00** | **Lunch** | **Lunch** | **Lunch** | **Lunch** | **Lunch** |
| **13:00-16:00** | **Lecture**<br>Urolithiasis Etiology and Pathophysiology<br>*Faruk Yencilek* | **Lecture**<br>Urolithiasis<br>Diagnosis and Treatment<br>*Faruk Yencilek* | **Lecture**<br>Urological Emergency<br>*Faruk Yencilek* | **Lecture**<br>Benign Prostatic Hyperplasia<br>*Faruk Yencilek* | **Lecture**<br>Benign Prostatic Hyperplasia<br>*Faruk Yencilek* |
| **16:00-17:00** | **Independent Learning** | **Independent Learning** | **Independent Learning** | **Independent Learning** | **Independent Learning** |

## Week 2

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

# INFECTIOUS DISEASES AND CLINICAL MICROBIOLOGY

## TRAINING PROGRAM
## (2 weeks)

## YEDİTEPE UNIVERSITY HOSPITAL

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

**&**

## ÜMRANİYE TRAINING AND RESEARCH HOSPITAL

MEHTAP AYDIN, MD Prof

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

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

**Week 2**

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

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

# PEDIATRIC SURGERY TRAINING PROGRAM

## (2 weeks)

## YEDİTEPE UNIVERSITY FACULTY OF MEDICINE

## PEDIATRIC SURGERY

**Head of the Department of Pediatric Surgery**

Şafak Karaçay, MD. Prof.

&

**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.<br>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**<br>*At the end of this term, student should be able to:* | |
| **KNOWLEDGE** | 1. ***describe*** common pediatric surgical and urological problems in the emergency department |
| | 2. ***explain*** the causes of acute abdomen in children |
| | 3. ***assess*** and ***compare*** hernias and common surgical problems of inguinal region |
| | 4. ***list*** and describe the abdominal masses and solid tumors in childhood |
| | 5. ***describe*** the common neonatal surgical conditions |
| | 6. ***assess*** the general approach to trauma and the multiply injured child |
| | 7. ***list*** common pediatric urological conditions |
| | 8. ***explain*** surgical fluid and electrolyte hemostasis |
| | 9. ***describe*** congenital anomalies of genito-urinary tract |
| **SKILLS** | 10. ***obtain*** an appropriate history of patients and families as necessary |
| | 11. ***perform*** proper physical examination in newborns, infants and children considering special features related to age |

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

| **NCC-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**<br>*Şafak Karaçay* | **Clinical Experience**<br>*Şafak Karaçay*<br><br>**Lecture**<br>Trauma in Children<br>*Şafak Karaçay* | **Lecture**<br>***Approach to pediatric Surgical and Urological Cases***<br>*Şafak Karaçay* | Practical Education<br>*Şafak Karaçay* | Practical Education<br>*Şafak Karaçay* |
| 10:15-11:00 | ***Lecture***<br>Newborn as a Surgical Patient<br>*Şafak Karaçay* | | **Lecture**<br>**Approach to pediatric Surgical and Urological Cases**<br>*Şafak Karaçay* | | |
| 11:15-12:00 | ***Lecture***<br>Trauma in Children<br>*Şafak Karaçay* | | **Lecture**<br>**Approach to pediatric Surgical and Urological Cases**<br>*Şafak Karaçay* | | |
| 12:00-13:00 | **Lunch** | **Lunch** | **Lunch** | **Lunch** | **Lunch** |
| 13-15-14:00 | ***Lecture***<br>Inguinal and Genital Pathologies of Children<br>*Şafak Karaçay* | ***Lecture***<br>Solid Tumors in Children<br>*Şafak Karaçay* | **Lecture**<br>**Approach to pediatric Surgical and Urological Cases**<br>*Şafak Karaçay* | **Independent Learning** | **Independent Learning** |
| 14:15- 15:00 | ***Lecture***<br>Obstructive and Nonobstructive Pediatric Urological Pathologies<br>*Şafak Karaçay* | ***Lecture***<br>GI Obstruction in Children<br>*Şafak Karaçay* | **Lecture**<br>**Approach to pediatric Surgical and Urological Cases**<br>*Şafak Karaçay* | | |
| 15:15- 16:00 | ***Lecture***<br>Obstructive and Nonobstructive Pediatric Urological Pathologies<br>*Şafak Karaçay* | **Lecture**<br>Acute Abdomen in Children<br>*Şafak Karaçay* | **Lecture**<br>**Approach to pediatric Surgical and Urological Cases**<br>*Şafak Karaçay* | | |

**Week 2**

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

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

# MEDICAL GENETICS TRAINING PROGRAM

## (1 week)

## YEDİTEPE UNIVERSITY FACULTY OF MEDICINE

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

**Ümraniye Training and Research Hospital**

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

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

| **NCC-2020 BASIC MEDICAL PROCEDURES**<br><br>**(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**<br>Cancer genetics and testing strategies<br>*Ayşegül Kuşkucu* | **Assessment Session**<br>(MCQ, Essay Questions)<br>*Ayşegül Kuşkucu* |
| **11.00- 11.50** | *Clinical training* / ***Laboratory observation*** | *Clinical training* / ***Laboratory observation*** | *Clinical training* / ***Laboratory observation*** | **Lecture**<br>Cancer genetics and testing strategies<br>*Ayşegül Kuşkucu* | |
| **12.00- 12.50** | **Lunch** | **Lunch** | **Lunch** | **Lunch** | |
| **13.00- 13.50** | **Introductory Session**<br>(Introduction to Clinical Genetics)<br>What Can We Learn From a Family History?<br>*Ayşegül Kuşkucu* | **Lecture**<br>Approach to the Patient With Dysmorphic Features<br>*Ayşegül Kuşkucu* | **Lecture**<br>Staying Ahead of the Game: Genetic Testing<br>*Ayşegül Kuşkucu* | ***Independent*** **Learning** | **Program Evaluation Session**<br>**Review of the Exam Questions Evaluation of the Program** |
| **14.00- 14.50** | **Lecture**<br>Pedigree Drawing and Pedigree Analysis<br>*Ayşegül Kuşkucu* | **Lecture**<br>Chromosomal Disorders<br>*Ayşegül Kuşkucu* | **Lecture**<br>Prenatal and Preimplantation Genetic Diagnosis<br>Ayşegül Kuşkucu | | |
| **15.00- 15.50** | | **Lecture**<br>Genetic Counseling<br>Ayşegül Kuşkucu I | **Independent Learning** | **Independent Learning** | |
| **16.00- 16.50** | **Lecture**<br>Single Gene Disorders<br>Ayşegül Kuşkucu | **Independent Learning** | **Independent Learning** | **Independent Learning** | |
| **17.00-17.50** | | | | | |

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

## YEDİTEPE UNIVERSITY FACULTY OF MEDICINE

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

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

| **NCC-2020 BASIC MEDICAL PROCEDURES**<br>**(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 Objective Structured Clinical Exam Station (OSCE)-A*<br>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:<br>1. Please identify the problem and the aim of your treatment.<br>2. Which pharmacotherapy (pharmacotherapies) would you choose? Which questions should you ask to test the suitability of the chosen treatment?<br>3. How would you inform the patient about the treatment?<br>4. What would you recommend for prophylaxis? What could be the options for non-pharmacological treatment?<br>Each question is evaluated and scored as seen in the attached example. Prescription for the presented case is explained in other assessment methods and tools section. | 80% |
| **Total** | **80%** |
| **Other Assessment Methods and Tools** | **Proportion (*in Pass/Fail Decision)*** |
| *Objective Structured Clinical Exam (OSCE)-B*<br>OSCE station related to the writing a prescription. Evaluation criteria are shown below.<br>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 )<br>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<br>10-Nov-2025 | Tuesday<br>11-Nov-2025 | Wednesday<br>12-Nov-2025 | Thursday<br>13-Nov-2025 | Friday<br>14-Nov-2025 |
|---|---|---|---|---|---|
| **09.00- 10.00** | | **Module**<br>Hypertension: Definition of the problem and non-drug treatment<br>**Moderator:**<br>**Dr. Volkan Aydın** | **Module**<br>Clinical pharmacology of antihypertensive drugs<br>**Moderator:**<br>**Dr. Volkan Aydın** | **Module**<br>Acute sinusitis: Definition of the problem and non-drug treatment<br>**Moderators:**<br>**Dr. Ece Genç,**<br>**Dr. Emine Özdamar,**<br>**Dr. Cenk Andaç** | **Module:**<br>Acute sinusitis: Clinical pharmacology<br>**Moderators:**<br>**Dr. Ece Genç,**<br>**Dr. Emine Özdamar,**<br>**Dr. Cenk Andaç** |
| **10.15-10.45** | **Lecture**<br>Introduction to the Program<br>**Dr. Volkan Aydın** | | | | |
| **11.00-11.50** | **Lecture**<br>Principles of Rational Pharmacotherapy<br>**Dr. Volkan Aydın** | | | | |
| **12.00-12.50** | | **Lecture**<br>Generic Drugs<br>**Dr. Volkan Aydın** | | | |
| **12.50-14.00** | **Lunch** | | | | |
| **14.00 -14.50** | **Lecture**<br>Basic concepts of prescribing<br>**Dr. Volkan Aydın** | **Independent Learning** | **Module**<br>Hypertension: P-drug selection and Case Studies<br>**Moderator:**<br>**Dr. Volkan Aydın** | **Independent Learning** | **Module**<br>Acute sinusitis: P-drug selection and case studies<br>**Moderators:**<br>**Dr. Ece Genç,**<br>**Dr. Emine Özdamar,**<br>**Dr. Cenk Andaç** |
| **15.00- 15.50** | | | | | |
| **16.00- 16.50** | **Lecture**<br>Personal Drug Selection & MAUA<br>**Dr. Volkan Aydın** | | | | |
| **17.00- 17.50** | **Independent Learning** | | | | **Independent Learning** |

**WEEK 2**

<table>
<tr><th></th><th>Monday<br>17-Nov-2025</th><th>Tuesday<br>18-Nov-2025</th><th>Wednesday<br>19-Nov-2025</th><th>Thursday<br>20-Nov-2025</th><th>Friday<br>21-Nov-2025</th></tr>
<tr><td>09.00- 09.50</td><td rowspan="3">Module<br>Uncomplicated urinary tract infections: Approach & clinical pharmacology<br>Moderators:<br>Dr. Ece Genç,<br>Dr. Emine Özdamar,<br>Dr. Cenk Andaç</td><td rowspan="3">Module<br>Uncomplicated urinary tract infections: P-drug selection & case studies<br>Moderators:<br>Dr. Ece Genç,<br>Dr. Emine Özdamar,<br>Dr. Cenk Andaç</td><td rowspan="3">OSCE Group A<br>İnan Kıraç Salonu</td><td rowspan="2">Lecture<br>Generic Drugs<br>Dr. Volkan Aydın</td><td rowspan="3">Independent Learning</td></tr>
<tr><td>10.00-10:50</td></tr>
<tr><td>11.00-11.50</td><td rowspan="2">Module<br>Hypertension: Definition of the problem and non-drug treatment<br>Moderator:<br>Dr. Volkan Aydın</td></tr>
<tr><td>12.00-12.30</td><td rowspan="2">Lecture<br>Pharmacovigilance<br>Dr. Volkan Aydın</td></tr>
<tr><td>12.30-13.30</td><td colspan="5">Lunch</td></tr>
<tr><td>13.30 -14.20</td><td rowspan="3">Independent Learning</td><td>Lecture<br>Introduction to the Program:<br>Dr. Volkan Aydın</td><td rowspan="4">Module<br>Acute sinusitis: Definition of the problem and non-drug treatment<br>Moderators:<br>Dr. Ece Genç,<br>Dr. Emine Özdamar,<br>Dr. Cenk Andaç</td><td rowspan="4">Module:<br>Acute sinusitis: Clinical pharmacology<br>Moderators:<br>Dr. Ece Genç,<br>Dr. Emine Özdamar,<br>Dr. Cenk Andaç</td></tr>
<tr><td>14.30- 15.20</td><td rowspan="2">Lecture<br>Principles of Rational Pharmacotherapy<br>Dr. Volkan Aydın</td></tr>
<tr><td>15.30- 16.20</td><td rowspan="2">Interactive Group Study<br>Pharmacovigilance</td></tr>
<tr><td>16.30- 17.20</td><td>Independent Learning</td><td>Lecture<br>Basic concepts of prescribing<br>Dr. Volkan Aydın</td></tr>
<tr><td></td><td></td><td></td><td>Lecture<br>Personal Drug Selection & MAUA<br>Dr. Volkan Aydın</td><td></td><td></td></tr>
</table>

**WEEK 3**

| | Monday<br>24-Nov-2025 | Tuesday<br>25-Nov-2025 | Wednesday<br>26-Nov-2025 | Thursday<br>27-Nov-2025 | Friday<br>28-Nov-2025 |
|---|---|---|---|---|---|
| **09.00- 09.50** | **Independent Learning** | **Module**<br>Acute sinusitis: P-drug selection and case studies<br>**Moderators:**<br>**Dr. Ece Genç,**<br>**Dr. Emine Özdamar,**<br>**Dr. Cenk Andaç** | **Module**<br>Hypertension: P-drug selection and Case Studies<br>**Moderator:**<br>**Dr. Volkan Aydın** | **Module**<br>Uncomplicated urinary tract infections: P-drug selection & case studies<br>**Moderators:**<br>**Dr. Ece Genç,**<br>**Dr. Emine Özdamar,**<br>**Dr. Cenk Andaç** | **OSCE Group B**<br>**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**<br>Clinical pharmacology of antihypertensive drugs<br>**Moderator:**<br>**Dr. Volkan Aydın** | **Module**<br>Uncomplicated urinary tract infections: Approach & clinical pharmacology<br>**Moderators:**<br>**Dr. Ece Genç,**<br>**Dr. Emine Özdamar,**<br>**Dr. Cenk Andaç** | **Lecture**<br>Pharmacovigilance<br>**Dr. Volkan Aydın** | **Independent Learning** | **Independent Learning** |
| **14.40- 15.30** | | | | | |
| **15.40- 16.30** | | | **Interactive Group Study**<br>Pharmacovigilance | | |
| **16.40- 17.30** | | | **Independent Learning** | | |

# FORENSIC MEDICINE TRAINING PROGRAM

## (1.5 week)

Murat Nihat ARSLAN, MD Prof.

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

| 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<br>10.11.2025 | Tuesday<br>11.11.2025 | Wednesday<br>12.11.2025 | Thursday<br>13.11.2025 | Friday<br>14.11.2025 |
|---|---|---|---|---|---|
| **09.00- 09.50** | **Introductory Session**<br>(Introduction to Forensic Medicine)<br>Lecturer | **Lecture**<br>Medicolegal approach to traumatized patients<br>Lecturer | **Lecture**<br>Forensic Psychiatry (Legal Competence/Capacity)<br>Lecturer | **Lecture**<br>Crime Scene Investigation<br>Lecturer | **Lecture**<br>Head and Spinal Injuries<br>Lecturer |
| **10.00- 10.50** | **Lecture**<br>Forensic Medicine in Turkey and Other Main Countries<br>Lecturer | **Lecture**<br>Pathology of wounds<br>Lecturer | **Lecture**<br>Forensic Psychiatry (Criminal Responsibility)<br>Lecturer | **Lecture**<br>Forensic Aspects of Alcohol, Narcotic and Hallucinogenic Drugs<br>Lecturer | **Lecture**<br>Chest and Abdominal Injuries<br>Lecturer |
| **11.00- 11.50** | **Lecture**<br>Legal Responsibilities and Liabilities of Physician<br>Lecturer | **Lecture**<br>Pathology of wounds (Abrasion, Contusion, and Bruises)<br>Lecturer | **Lecture**<br>Violence (to Healthcare Workers, Women, Children, Elderlies, Vulnerable Groups)<br>Lecturer | **Lecture**<br>Poisoning<br>Lecturer | **Lecture**<br>Transportation Injuries and Unintentional Childhood Injuries<br>Lecturer |
| **12.00- 12.50** | **Lunch** | **Lunch** | **Lunch** | **Lunch** | **Lunch** |
| **13.00- 13.50** | **Lecture**<br>Complication Vs Malpractice<br>Lecturer | **Lecture**<br>Pathology of wounds(Laceration, Blunt Penetrating Injuries, Incised wounds)<br>Lecturer | **Lecture**<br>Violence (Mobbing, Cyberbullying, Peer Bullying,)<br>Lecturer | **Lecture**<br>Pathophysiology of Death (Types of Death, The Indication of Death)<br>Lecturer | **Lecture**<br>Self Inflicted Injuries<br>Lecturer |
| **14.00- 14.50** | **Lecture**<br>Forensic Sciences (Anthropology, Entomology, Toxicology, Ballistic, Document examination, etc.)<br>Lecturer | **Lecture**<br>Human Rights Violation and Torture<br>Lecturer | **Lecture**<br>Child Abuse and Neglect<br>Lecturer | **Lecture**<br>Pathophysiology of Death (Findings after The Death)<br>Lecturer | **Lecture**<br>Asphyxia 1 (Suffocation, Strangulation, Suffocation Gases)<br>Lecturer |
| **15.00- 15.50** | **Lecture**<br>Forensic Sciences (Forensic Genetics)<br>Lecturer | **Lecture**<br>How to Prepare Expert Report (I)<br>Lecturer | **Lecture**<br>Sexual Abuse and Assault<br>Lecturer | **Lecture**<br>Pathophysiology of Death (Post Mortem Interval, Post Mortem Chemistry)<br>Lecturer | **Lecture**<br>Asphyxia 2 (Chemical Asphyxiants)<br>Lecturer |
| **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<br>17.11.2025 | Tuesday<br>18.11.2025 | Wednesday<br>19.11.2025 | Thursday<br>20.11.2025 | Friday<br>21.11.2025 |
|---|---|---|---|---|---|
| **09.00- 09.50** | **Autopsy Practice*** (Forensic Council of Medicine) | **Lecture**<br>Sudden Death<br>Lecturer | **Assessment Session** | **Introductory Session**<br>(Introduction to Forensic Medicine)<br>Lecturer | **Lecture**<br>Medicolegal approach to traumatized patients<br>Lecturer |
| **10.00- 10.50** | **Autopsy Practice*** (Forensic Council of Medicine) | **Lecture**<br>Sudden Death in Infancy<br>Lecturer | | **Lecture**<br>Forensic Medicine in Turkey and Other Main Countries<br>Lecturer | **Lecture**<br>Pathology of wounds<br>Lecturer |
| **11.00- 11.50** | **Autopsy Practice*** (Forensic Council of Medicine) | **Lecture**<br>Immersion Death<br>Lecturer | | **Lecture**<br>Legal Responsibilities and Liabilities of Physician<br>Lecturer | **Lecture**<br>Pathology of wounds (Abrasion, Contusion, and Bruises)<br>Lecturer |
| **12.00- 12.50** | **Lunch** | **Lunch** | **Lunch** | **Lunch** | **Lunch** |
| **13.00- 13.50** | **Autopsy Practice*** (Forensic Council of Medicine) | **Lecture**<br>Electrical Fatalities<br>Lecturer | **Assessment Session** | **Lecture**<br>Complication Vs Malpractice<br>Lecturer | **Lecture**<br>Pathology of wounds(Laceration, Blunt Penetrating Injuries, Incised wounds)<br>Lecturer |
| **14.00- 14.50** | **Autopsy Practice*** (Forensic Council of Medicine) | **Lecture**<br>Gunshot and Explosion Deaths<br>Lecturer | | **Lecture**<br>Forensic Sciences (Anthropology, Entomology, Toxicology, Ballistic, Document examination, etc.)<br>Lecturer | **Lecture**<br>Human Rights Violation and Torture<br>Lecturer |
| **15.00- 15.50** | **Autopsy Practice*** (Forensic Council of Medicine) | **Lecture**<br>How to Prepare Expert Report (II)<br>Lecturer | **Program Evaluation Session**<br>Review of the Exam Questions,<br>Evaluation of the Program<br>Lecturer | **Lecture**<br>Forensic Sciences (Forensic Genetics)<br>Lecturer | **Lecture**<br>How to Prepare Expert Report (I)<br>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<br>24.11.2025 | Tuesday<br>25.11.2025 | Wednesday<br>26.11.2025 | Thursday<br>27.11.2025 | Friday<br>28.11.2025 |
|---|---|---|---|---|---|
| **09.00- 09.50** | **Lecture**<br>Forensic Psychiatry (Legal Competence/Capacity)<br>Lecturer | **Lecture**<br>Crime Scene Investigation<br>Lecturer | **Autopsy Practice*** (Forensic Council of Medicine) | **Lecture**<br>Head and Spinal Injuries<br>Lecturer | **Assessment Session** |
| **10.00- 10.50** | **Lecture**<br>Forensic Psychiatry (Criminal Responsibility)<br>Lecturer | **Lecture**<br>Forensic Aspects of Alcohol, Narcotic and Hallucinogenic Drugs<br>Lecturer | **Autopsy Practice*** (Forensic Council of Medicine) | **Lecture**<br>Chest and Abdominal Injuries<br>Lecturer | |
| **11.00- 11.50** | **Lecture**<br>Violence (to Healthcare Workers, Women, Children, Elderlies, Vulnerable Groups)<br>Lecturer | **Lecture**<br>Poisoning<br>Lecturer | **Autopsy Practice*** (Forensic Council of Medicine) | **Lecture**<br>Transportation Injuries and Unintentional Childhood Injuries<br>Lecturer | |
| **12.00- 12.50** | **Lunch** | **Lunch** | **Lunch** | **Lunch** | **Lunch** |
| **13.00- 13.50** | **Lecture**<br>Violence (Mobbing, Cyberbullying, Peer Bullying,)<br>Lecturer | **Lecture**<br>Pathophysiology of Death (Types of Death, The Indication of Death)<br>Lecturer | **Autopsy Practice*** (Forensic Council of Medicine) | **Lecture**<br>Self Inflicted Injuries<br>Lecturer | **Assessment Session** |
| **14.00- 14.50** | **Lecture**<br>Child Abuse and Neglect<br>Lecturer | **Lecture**<br>Pathophysiology of Death (Findings after The Death)<br>Lecturer | **Autopsy Practice*** (Forensic Council of Medicine) | **Lecture**<br>Asphyxia 1 (Suffocation, Strangulation, Suffocation Gases)<br>Lecturer | |
| **15.00- 15.50** | **Lecture**<br>Sexual Abuse and Assault<br>Lecturer | **Lecture**<br>Pathophysiology of Death (Post Mortem Interval, Post Mortem Chemistry)<br>Lecturer | **Autopsy Practice*** (Forensic Council of Medicine) | **Lecture**<br>Asphyxia 2 (Chemical Asphyxiants)<br>Lecturer | **Program Evaluation Session**<br>Review of the Exam Questions, Evaluation of the Program<br>Lecturer |
| **16.00-17.00** | **Independent Learning** | **Independent Learning** | **Independent Learning** | **Independent Learning** | |

## PROGRESS TEST

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

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

**Purpose**

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

**Obligation**

- PT is mandatory for all students.

**Frequency and Timing**

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

**Implementation**

- PT is performed online via EYS.

**Content**

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

**Feedback**

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

**Benefits**

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

# YEDİTEPE UNIVERSITY
# FACULTY OF MEDICINE
# PHASE V
# STUDENT COUNSELING

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

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

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

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

**The expectations from the student are as follows:**

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

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

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

| | |
|---|---|
| YEDİTEPE ÜNİVERSİTESİ | Faculty of Medicine/Phase V<br>Clerkship Assessment Form |

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

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

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

| | **Letter grade** | **Success grade** |
|---|---|---|
| **Estimated Grade:** | | |

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

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