# YEDİTEPE UNIVERSITY

# FACULTY OF MEDICINE

# PHASE III

# ACADEMIC PROGRAM BOOK

# 2020 - 2021

**Student's**
**Name : .....**
**Number : .....**

# YEDİTEPE UNIVERSITY
# FACULTY OF MEDICINE
# PHASE III

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# YEDİTEPE UNIVERSITY FACULTY OF MEDICINE

## AIM 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 PROGRAM



**Abbreviations:** PO: Program Outcomes, POD: Program Outcomes Domain, PODG: Program Outcomes Domain Group

### PODG.1. Basic Professional Competencies

### POD.1.1. Clinical Competencies

**PO.1.1.1.** ***values*** preventive health services, ***offers*** primary prevention (i.e. prevention of diseases for the protection of health), secondary prevention (i.e. early diagnosis and treatment) tertiary prevention (i.e. rehabilitation) and quaternary prevention (i.e. prevention of excessive and unnecessary diagnosis and treatment) services, ***provides*** consultancy on these issues.
**PO.1.1.2.** ***employs*** a patient-centered approach in patient management.
**PO.1.1.3.** ***recognizes*** most frequently occurring or significant clinical complaints, symptoms, signs, findings and their emergence mechanisms in clinical conditions.
**PO.1.1.4.** ***takes*** medical history from the applicant himself/herself or from the individual's companions.
**PO.1.1.5.** ***does*** general and focused physical and mental examination.
**PO.1.1.6.** ***interprets*** findings in medical history, physical and mental examination.
**PO.1.1.7.** ***employs*** diagnostic procedures that are used frequently at the primary health care level.
**PO.1.1.8.** ***selects*** tests that have evidence-based high efficacy at the primary health care level and ***interprets*** results.
**PO.1.1.9.** ***makes*** clinical decisions using evidence-based systematic data in health care service.
**PO.1.1.10.** ***performs*** medical interventional procedures that are used frequently at the primary health care level.
**PO.1.1.11.** ***manages*** healthy individuals and patients in the context of health care services.
**PO.1.1.12.** ***keeps*** medical records in health care provision and ***uses*** information systems to that aim.

### POD.1.2. Competencies related to Communication

**PO.1.2.1.** throughout his/her career, ***communicates*** effectively with health care beneficiaries, co-workers, accompanying persons, visitors, patient's relatives, care givers, colleagues, other individuals, organizations and institutions.
**PO.1.2.2.** ***collaborates*** as a team member with related organizations and institutions, with other professionals and health care workers, on issues related to health.
**PO.1.2.3.** ***recognizes*** the protection and privacy policy for health care beneficiaries, co-workers, accompanying persons and visitors.
**PO.1.2.4.** ***communicates*** with all stakeholders taking into consideration the socio-cultural diversity.

### POD.1.3. Competencies Related to Leadership and Management

**PO.1.3.1.** ***manages*** and ***leads*** within the health care team in primary health care organization.
**PO.1.3.2.** ***recognizes*** the principles of health management and health sector economy, models of organization and financing of health care services.
**PO.1.3.3.** ***recognizes*** the resources in the health care service, the principles for cost-effective use.

### POD.1.4. Competencies related to Health Advocacy

**PO.1.4.1.** ***recognizes*** the health status of the individual and the community and the factors affecting the health, ***implements*** the necessary measures to prevent effects of these factors on the health.
**PO.1.4.2.** ***recognizes*** and ***manages*** the health determinants including conditions that prevent access to health care.

**POD.1.5. Competencies related to Research**

**PO.1.5.1.** ***develops***, ***prepares*** and ***presents*** research projects

**POD.1.6. Competencies related to Health Education and Counseling**

**PO.1.6.1.** ***provides*** consultancy services and ***organizes*** health education for the community to sustain and promote the health of individual and community**.**

**PODG.2. Professional Values and Perspectives**

**POD.2.1. Competencies related to Law and Legal Regulations**

**PO.2.1.1.** ***performs*** medical practices in accordance with the legal framework which regulates the primary health care service.

**POD.2.2. Competencies Related to Ethical Aspects of Medicine**

**PO.2.2.1.** ***recognizes*** basic ethical principles completely, and ***distinguishes*** ethical and legal problems.

**PO.2.2.2.** ***pays importance to*** the rights of patient, patient's relatives and physicians, and ***provides*** services in this context.

**POD.2.3. Competencies Related to Social and Behavioral Sciences**

**PO.2.3.1.** ***relates*** historical, anthropological and philosophical evolution of medicine, with the current medical practice.

**PO.2.3.2.** ***recognizes*** the individual's behavior and attitudes and factors that determine the social dynamics of the community.

**POD.2.4. Competencies Related to Social Awareness and Participation**

**PO.2.4.1.** ***leads*** community with sense of responsibility, behavior and attitudes in consideration of individual behaviors and social dynamics of the community, and if there is a necessity, ***develops*** projects directed towards health care services.

**POD.2.5. Competencies Related to Professional Attitudes and Behaviors**

**PO.2.5.1.** ***displays*** a patient-centered and holistic (biopsychosocial) approach to patients and their problems.

**PO.2.5.2.** ***respects*** patients, colleagues and all stakeholders in health care delivery.

**PO.2.5.3.** ***displays*** the proper behavior in case of disadvantaged groups and situations in the community.

**PO.2.5.4.** ***takes*** responsibility for the development of patient safety and healthcare quality.

**PO.2.5.6.** ***evaluates*** own performance as open to criticism, ***realizes*** the qualifications and limitations.

**PODG.3. Personal Development and Values**

**POD.3.1.Competencies Related to Lifelong Learning**

**PO.3.1.1.** ***embraces*** the importance of lifelong self-learning and ***implements***.

**PO.3.1.2.** ***embraces*** the importance of updating knowledge and skills; ***searches*** current advancements and ***improves*** own knowledge and skills.

**PO.3.1.3.** ***uses*** English language at least at a level adequate to follow the international literature and to establish communication related to the profession.

**POD.3.2. Competencies Related to Career Management**

**PO.3.2.1.** ***recognizes*** and ***investigates*** postgraduate work domains and job opportunities.

**PO.3.2.2.** ***recognizes*** the application requirements to postgraduate work/job domains, and ***distinguishes*** and ***plans*** any requirement for further training and work experience.

**PO.3.2.3.** ***prepares*** a resume, and ***recognizes*** job interview methods.

**POD.3.3. Competencies Related to Protection and Development of Own Physical and Mental Health**

**PO.3.3.1.** ***implements*** the rules of healthy living.

**PO.3.3.2.** ***displays*** appropriate behavior specific to work under stressful conditions.

**PO.3.3.3.** ***uses*** self-motivation factors.

**YEDİTEPE UNIVERSITY FACULTY OF MEDICINE**

**2020-2021 ACADEMIC YEAR ANNOUNCEMENT (PHASE I-II-III)**

Dear All,

In a statement of The Higher Education Council of Turkey (YÖK) related a new normalization process includes the expressions that: "Turkish Universities need to schedule their own online education process for relevant programs to be able to give its theoretical lectures and support its practical trainings considering the regional and local dynamics of COVID-19 pandemic and the number of student and infrastructure facilities of the relevant formal program. Also, it has been decided that in the face-to-face programs, up to 40 percent of courses can be lectured as online regardless of COVID-19 pandemic process.

However, at that point for 2020-2021 academic year as Faculty of Medicine, we have taken some decisions listed below in consequence of our experiences, resolutions of Yeditepe University Senate, discussions within our educational commissions and your feedbacks and requests.

- Preclinical students (Phase I-II-III) are going to get integrated education (both practical and theoretical lectures) as usual. The current academic program will be protected.
- The lecture commissions and the other code of courses' (ICP, laboratory and practical skills, anatomical drawing, problem-based learning sessions and free elective courses) theoretical parts will be given synchronous and online.
- The lectures' video recording will be hold. In this way, students have a chance and opportunity to watch these videos as asynchronous in case of missing the lecture.
- It is on our agenda that in the spring semester the theoretical exams will be conducted face to face considering the physical and academic infrastructure, the other facilities and taken the necessary measures of our University. In the fall semester theoretical exams will be synchronous and online. The examination rules will be declared at a later time.
- The practical training also will be given as online and synchronous as possibilities allow. If some practices postpone to spring semester, it will be planned to given face to face by divided into groups.
- 2020-2021 academic year program for preclinical students is preparing and going to be announced on our Faculty web site.

As a consequence, the whole lectures will be given as online and synchronous / asynchronous in 2020-2021 academic year fall semester. We are expecting and planning the realization of face-to-face and mostly practical training for spring semester, but taking into consideration that the planning face-to-face education might be transformed into online model in case of force majeure related with the progress of COVID-19 pandemic.

New academic programs is going to be declared as soon as possible.

We wish you all success and joy for this new academic year.

Prof. Dr. Sina Ercan
Dean

**COORDINATION COMMITTEES**

## (TEACHING YEAR 2020 – 2021)

### PHASE-III COORDINATION COMMITTEE

Hale ARIK TAŞYIKAN, MD, Assist. Prof. (Coordinator)
Hasan AYDIN, MD, Prof. (Co-coordinator)
Erdem SÖZTUTAR, MD, Assist. Prof. (Co-coordinator)
Emine Nur ÖZDAMAR, MD, Assist. Prof. (Co-coordinator)
Arzu YALÇIN, Assist. Prof. (Co-coordinator)

### ICP-III COORDINATION COMMITTEE

Özlem TANRIÖVER, MD, Prof. (Coordinator)
Ayşe Arzu AKALIN, MD, Assist. Prof. (Co-coordinator)

### ELECTIVE COURSES COORDINATION COMMITTEE

Ayşe Arzu AKALIN, MD, Assist. Prof. (Coordinator)
Seda GÜLEÇ, PhD. Assoc. Prof. (Co-coordinator)

## DESCRIPTION and CONTENT

Physiopathological process and pathological process.

Infectious Diseases, Cardiovascular System, Respiratory System, Hematopoietic System, Gastrointestinal System, Endocrine System, Urogenital System, Nervous System, Psychiatry, Musculoskeletal System, Basic Clinical Skills, Biomedical Ethics and Deontology, Biostatistics.

Emergency Medicine, Family Medicine, Anesthesiology and Reanimation, Neurosurgery, Biostatistics, Biomedical Ethics and Deontology, Pediatrics, Pediatric Surgery, Pediatric Psychiatry, Endocrinology, Infectious Diseases, Immunology, Phytotherapy, Physical Therapy and Rehabilitation, Physiopathology, Gastroenterohepathology, General Surgery, Pulmonary Diseases, Thoracic Surgery, Ophtalmology, Public Health, Hematology/Oncology, Obstetrics and Gynecology, Cardiology, Otorhinolaryngology, Nephrology, Neurology, Orthopedics and Traumatology, Pathology, Psychiatry, Radiology, Rheumatology, Medical Pharmacology, Medical Genetics, Medical Microbiology, Urology, Medical Education.

## AIMS and LEARNING OBJECTIVES of PHASE III

**AIMS**

***In evidence based manner***:

1. ***to remind*** anatomy, histology and physiology of body systems,
2. ***to convey*** necessary knowledge, related to body systems, on prevention of clinical conditions' emergence, protection and improvement of health in healthy conditions.
3. at multi-system level or related to a body system, for clinical conditions which are frequent in community and/or pose high risk for individual or community health, and/or life-threatening or constitute an emergency;
3.1. ***to convey*** necessary knowledge on risk factors, etiopathogenesis, physiopathology, and pathology,
3.2. ***to convey*** knowledge on epidemiology,
3.3. ***to convey*** knowledge on frequently encountered clinical complaints, symptoms, signs and findings,
3.4. ***to convey*** necessary knowledge on health care processes, clinical decision making process, clinical decisions and clinical practices, with performance measures, for managing at the level of 7primary health care service,
4. ***to convey*** knowledge on pharmacology of drugs that are effective at multi-system level, specifically on a body system or on clinical conditions involving a specific body system,
5. ***to convey*** knowledge on phytotherapeutic agents that are effective at multi-system level, specifically on a body system or on clinical conditions involving a specific body system,
6. ***to convey*** knowledge on biostatistical analysis,
7. ***to convey*** basic legal and ethical principles that should be followed in practice of medical profession,
8. ***to equip with*** basic and advanced professional and clinical (interventional or non-interventional) skills necessary for practice of medical profession.

**LEARNING OBJECTIVES**

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

1.0. ***recall*** anatomy, histology and physiology of body systems.
2.0. ***list*** necessities for prevention of clinical conditions' emergence, protection and improvement of health in healthy conditions in relation to body systems.
3.0. ***explain*** risk factors and etiopathogenesis, at multi-system level or related to a body system, of clinical conditions which are frequent in community and/or pose high risk for individual or community health, and/or life-threatening or constitute an emergency.
4.0. at cellular or tissue level,
4.1. ***recognize*** morphological characteristics,
4.2. ***show*** basic pathological changes that occur in clinical conditions.
5.0. at multi-system level or related to a body system, of clinical conditions which are frequent in community and/or pose high risk for individual or community health, and/or life-threatening or constitute an emergency;
5.1. ***explain*** mechanisms of destruction at molecule, cell, tisssue, organ, system, multi-system and organismal level,
5.2. ***describe*** structural and functional changes caused,
5.3. ***list*** clinical courses in time.
6.0. ***explain*** mechanisms of emergence for frequently encountered;
6.1. clinical complaints,
6.2. symptoms,
6.3. signs,
6.4. laboratory and imaging findings
of clinical conditions which are frequent in community and/or pose high risk for individual or community health, and/or life-threatening or constitute an emergency.
7.0. at multi-system level or related to a body system,
• for healthy conditions in an individual or community with a request, or
• in an individual with clinical complaint, symptom, sign or laboratory/imaging finding or in a community,
• for clinical conditions which are frequent in community and/or pose high risk for individual or community health, and/or life-threatening or constitute an emergency,
***explain*** in an evidence-based manner and with performance measures from the aspects of reliability, practicality and outcomes,
• health care processes,
• acquisition of subjective or objective data, information and knowledge required for clinical decision making,
• clinical decision making process,
• clinical decisions and

• clinical practices
which are required for management at primary health care service level.
7.1. practice of history taking and physical examination (*cardiovascular, pulmonary, gastrointestinal, gynecological, breast, neonatal, prepubertal/pubertal, neurological/neuropsychiatric, musculoskeletal*)
7.2. evaluation of emergency case (*sepsis and septic shock, dyspnea, acute abdominal pain, urological emergencies, neurological emergencies, trauma*)
7.3. approach to healthy individual or patient (*fever, cardiovascular disease, chest pain, cough and hemoptysis, dyspnea, anemia, lymphadenopathy, diarrhea, pregnancy, urinary tract infection, neurological symptoms, headache, depression, dementia, musculoskeletal dysfunction*)
7.4. laboratory and imaging tests/examinations
7.4.1. based on laboratory disciplines/subdisciplines;
1. medical biochemistry tests:
i. *(venous blood collection*)
ii. *(thyroid function tests, diabetes tests)*
2. medical microbiology tests:
i. *(urine sample collection, throat swab specimen, sputum sample collection, urethral-vaginal-cervical discharge/swab specimen, fecal specimen collection, wound sample collection, blood collection for culture*)
ii. *(urine strip/dipstick test, urine culture, rapid screening (antigen/antibody) tests, throat culture, sputum culture, urethral-vaginal-cervical discharge culture, fecal culture, wound culture, blood culture)*
3. medical pathology tests:
i. *Pap smear collection*
ii. *Pap smear*
4. other laboratory tests:
i. *(peripheral/venous blood collection for hematology tests, blood sample collection for therapeutic drug monitoring)*
ii. *(pulmonary function tests, hematology tests for anemia, monitarization of drug therapy)*

5. radiological examinations: *(radiological examinations in gynecology, breast imaging, uroradiology, conventional neuroradiological examinations, spinal neuroradiology, cranial CT, cranial MRI, radiological imaging of musculoskeletal system, radiological examinations in benign ve malign tumors of bones)*
6. nuclear medicine examinations: *(nuclear medicine tests in infectious diseases, radionuclide ventriculography, myocardial scintigraphy, cardiac PET, ventilation/perfusion scintigraphyi, PET in lung cancer, nuclear medicine tests in hematology, scintigraphy of liver/spleen, PET in gastrointestinal system tumors, radioisotope imaging of thyroid and parathyroid, renal scintigrahy (GFR, ERPF, Renogram), brain perfusion scintigraphy, brain PET, bone scintigraphy)*

7.4.3. point of care testing
a. based on laboratory disciplines/subdisciplines;
1. medical biochemistry tests: *(diabetes tests, cardiac markers, coagulation tests, blood gases).*
2. medical microbiology tests: *(urine strip/dipstick test, rapid screening (antigen/antibody tests)*
3. other laboratory testsi: *(hematology-peripheral blood smear examination, hematology-complete blood count)*

7.5. making preliminary diagnosis or definitive diagnosis decision
7.6. making non-intervention or intervention decision
7.7. practicing non-intervention or intervention
7.8. referral/transport of healthy individual or patient

## INSTRUCTIONAL DESIGN of PRECLINICAL YEARS

In Phase I, II and III, the formation of committees is based on a thematic structure. This structure corresponds to organizational levels of human body such that macromolecule, organelle, cell, tissue, organ systems and finally introduction to pathogenesis.

- Phase I: Normal structure and function of human body at molecular, cellular, tissue and organ level.
- Phase II: Normal structure and function of human body at system and multi-system level, and introduction to pathogenesis.
- Phase III: Physiopathological and pathological processes in human body.

Besides this thematic structure, there is a continuous clinical skills education in Phase I, II and III, as “Introduction to Clinical Practice -I, -II and -III” courses.

Therefore, the core medical courses are;

- Phase I: MED 104 Basic Medical Sciences I, MED 102 Introduction to Clinical Practice I, MED 103 Anatomical Drawing,
- Phase II: MED 201 Basic Medical Sciences II, MED 202 Introduction to Clinical Practice II,
- Phase III: MED 302 Introduction to Clinical Sciences, MED 303 Introduction to Clinical Practice III.

The learning objectives of the phase include learning objectives of core courses. The learning objectives of committees include learning objectives of core courses’ components for the committee.

## INTRODUCTION to CLINICAL SCIENCES (MED 302)

**AIMS**

***In evidence based manner***:

1. ***to remind*** anatomy, histology and physiology of body systems,
2. ***to convey*** necessary knowledge, related to body systems, on prevention of clinical conditions' emergence, protection and improvement of health in healthy conditions.
3. at multi-system level or related to a body system, for clinical conditions which are frequent in community and/or pose high risk for individual or community health, and/or life-threatening or constitute an emergency;

3.1. ***to convey*** necessary knowledge on risk factors, etiopathogenesis, physiopathology, and pathology,
3.2. ***to convey*** knowledge on epidemiology,
3.3. ***to convey*** knowledge on frequently encountered clinical complaints, symptoms, signs and findings,
3.4. ***to convey*** necessary knowledge on health care processes, clinical decision making process, clinical decisions and clinical practices, with performance measures, for managing at the level of 7primary health care service,

4. ***to convey*** knowledge on pharmacology of drugs that are effective at multi-system level, specifically on a body system or on clinical conditions involving a specific body system,
5. ***to convey*** knowledge on phytotherapeutic agents that are effective at multi-system level, specifically on a body system or on clinical conditions involving a specific body system,
6. ***to convey*** knowledge on biostatistical analysis,
7. ***to convey*** basic legal and ethical principles that should be followed in practice of medical profession,

**LEARNING OBJECTIVES**

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

1.0. ***recall*** anatomy, histology and physiology of body systems.
2.0. ***list*** necessities for prevention of clinical conditions' emergence, protection and improvement of health in healthy conditions in relation to body systems.
3.0. ***explain*** risk factors and etiopathogenesis, at multi-system level or related to a body system, of clinical conditions which are frequent in community and/or pose high risk for individual or community health, and/or life-threatening or constitute an emergency.
4.0. at cellular or tissue level,
4.1. ***recognize*** morphological characteristics,
4.2. ***show*** basic pathological changes that occur in clinical conditions.
5.0. at multi-system level or related to a body system, of clinical conditions which are frequent in community and/or pose high risk for individual or community health, and/or life-threatening or constitute an emergency;
5.1. ***explain*** mechanisms of destruction at molecule, cell, tisssue, organ, system, multi-system and organismal level,
5.2. ***describe*** structural and functional changes caused,
5.3. ***list*** clinical courses in time.
6.0. ***explain*** mechanisms of emergence for frequently encountered;
6.1. clinical complaints,
6.2. symptoms,
6.3. signs,
6.4. laboratory and imaging findings

of clinical conditions which are frequent in community and/or pose high risk for individual or community health, and/or life-threatening or constitute an emergency.
7.0. at multi-system level or related to a body system,

- for healthy conditions in an individual or community with a request, or
- in an individual with clinical complaint, symptom, sign or laboratory/imaging finding or in a community,
- for clinical conditions which are frequent in community and/or pose high risk for individual or community health, and/or life-threatening or constitute an emergency,

***explain*** in an evidence-based manner and with performance measures from the aspects of reliability, practicality and outcomes,

- health care processes,
- acquisition of subjective or objective data, information and knowledge required for clinical decision making,
- clinical decision making process,
- clinical decisions and
- clinical practices

which are required for management at primary health care service level.

7.1. evaluation of emergency case (*sepsis and septic shock, dyspnea, acute abdominal pain, urological emergencies, neurological emergencies, trauma*)
7.2. approach to healthy individual or patient (*fever, cardiovascular disease, chest pain, cough and hemoptysis, dyspnea, anemia, lymphadenopathy, diarrhea, pregnancy, urinary tract infection, neurological symptoms, headache, depression, dementia, musculoskeletal dysfunction*)
7.3. laboratory and imaging tests/examinations
7.3.1. based on laboratory disciplines/subdisciplines;
1. medical biochemistry tests:
i. *(venous blood collection*)
ii. *(thyroid function tests, diabetes tests)*
2. medical microbiology tests:
i. *(urine sample collection, throat swab specimen, sputum sample collection, urethral-vaginal-cervical discharge/swab specimen, fecal specimen collection, wound sample collection-,blood collection for culture*)
ii. *(urine strip/dipstick test, urine culture, rapid screening (antigen/antibody) tests, throat culture, sputum culture, urethral-vaginal-cervical discharge culture, fecal culture, wound culture, blood culture)*
3. medical pathology tests:
i. *(Pap smear collection)*
ii. *(Pap smear)*

4. other laboratory tests:
i. *(peripheral/venous blood collection for hematology tests, blood sample collection for therapeutic drug monitoring)*
ii. *(pulmonary function tests, hematology tests for anemia, monitarization of drug therapy)*

7.3.2. imaging tests/examinations based on disciplines/subdisciplines:
1. radiological examinations: *(radiological examinations in gynecology, breast imaging, uroradiology, conventional neuroradiological examinations, spinal neuroradiology, cranial CT, cranial MRI, radiological imaging of musculoskeletal system, radiological examinations in benign ve malign tumors of bones)*
2. nuclear medicine examinations: *(nuclear medicine tests in infectious diseases, radionuclide ventriculography, myocardial scintigraphy, cardiac PET, ventilation/perfusion scintigraphyi, PET in lung cancer, nuclear medicine tests in hematology, scintigraphy of liver/spleen, PET in gastrointestinal system tumors, radioisotope imaging of thyroid and parathyroid, renal scintigrahy (GFR, ERPF, Renogram), brain perfusion scintigraphy, brain PET, bone scintigraphy)*

7.3.3. point of care testing
a. based on laboratory disciplines/subdisciplines;
1. medical biochemistry tests: *(diabetes tests, cardiac markers-, coagulation tests-, blood gases).*
2. medical microbiology tests: *(urine strip/dipstick test, rapid screening (antigen/antibody tests)*
3. other laboratory testsi: *(hematology-peripheral blood smear examination, hematology-complete blood count)*

7.5. making preliminary diagnosis or definitive diagnosis decision
7.6. making non-intervention or intervention decision
7.7. referral/transport of healthy individual or patient

## INTRODUCTION to CLINICAL PRACTICE- I-II-III (MED 102, 202, 303)

**Due to the pandemic conditions ICP Program will be held online during the Fall Semester. Any changes in the program will be announced later.**

**AIM of ICP PROGRAM**

This course aims to equip the students with basic medical skills such as history taking regarding to systems and in general, physical and mental examination in simulated environments in pre-clinical period and to give the students opportunity to develop skills by applying non –invasive or invasive procedures on the mannequins before encountering with real patients. The students improve the gained skills by observing real encounters in the clinical settings during 2nd and 3rd year.

**Description**

ICP is a three year longitudinal course that aims to introduce students to the concepts and main elements of medical practice. It will also be an introduction to the medical profession as a whole and will provide a foundation for clinical practice. The course provides knowledge, cognitive and motor skills and experience in fundamental processes and aspects of medical practice. It involves the application of scientific theory, quality assurance and evidence-based best practice protocols.

**Credit Facility:**

This course has 5 ECTS credits for the first and third year students while it is 4 ECTS for the second year students and all of the students are required to pass this course in order to pass the year.

**Content of the ICP I-II-III**

First year medical students gain knowledge on First Aid approaches, develop skills in Basic Life Support, Patient/Casualty Transportation and Bandaging Techniques regarding to First Aid. They also acquire basic knowledge on communication and experience patient-doctor encounter with simulated patients (SP's).

The second years ICP Program consist of modules like handwashing, wearing sterile gloves, assessing vital signs, nasogastric intubation, bladder catheterization, intramuscular, subcutaneous, intradermal and intravenous injections as well as iv. catheterization.

In the third year medical students practice with SP's clinical skills like history taking and physical examination focused on body systems and in general and also mental examination. They also gain clinical skills such as suturing techniques and Advanced Cardiac Life Support.

**Clinical Skills Laboratory**

The Clinical Skills Laboratory is designed for teaching and assessing students at undergraduate level (during the preclinical period from first-year to third year). The lab provides learners with the ideal setting to practice the clinical skills of history taking, physical examination, communication, and gives opportunities to practice invasive and non invasive procedural skills on mannequins.

Each exam room is equipped with video cameras and microphones to record the encounter. An observation area at the center of the lab allows faculty and students to observe the encounters live or view digital recordings for subsequent analysis.

**Simulated Patients (SPs)**

The simulated patient encounters provide transition of students from the classroom to standardized patient contact in safe environments.

Encounters with specially trained individuals, known as simulated patients (SPs), simulate specific cases in outpatient and emergency settings. The pool of SPs consist of adults, from various backgrounds.

Clinical cases are created through research and extensive training of the patients portraying these roles.

**Assessment:** The Assessment procedure of ICP is given in Assessment Table in this booklet.

**Rules for Attendance of the Students:** Students are grouped into 4 and group lists are announced in the announcement board at the beginning of the year. Any changes to practical groups on a week by week basis, will only be considered in exceptional situations such as a medical one. Any changes must be requested by a petition along with relevant documentation to the course coordinator. Any change in sessions will only be accepted interchangeably with another student in another group based on availability of work spaces and course coordinator's discretion (based on evidence provided).
Students are required to follow the rules of professional ethics in the laboratory at any time.

When an OSCE is conducted both students and faculty members complete a written evaluation of the event for the improvement of the course and OSCE.

## INTRODUCTION to CLINICAL PRACTICE III (ICP-III) (MED 303)

**AIM**

The aim of ICP III Program is to equip Phase III students with basic and advanced professional and clinical (interventional or non-interventional) skills necessary for practice of medical profession.

**LEARNING OBJECTIVES**

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

**KNOWLEDGE**

1. **define** the basic terminology used in general and organ system spesific physical examination.
2. **describe** the steps of history taking and physical examination (cardiovascular, pulmonary, ear/nose/throat, gastrointestinal, gynecological, obstetric, breast, neonatal, prepubertal / pubertal, neurological / psychiatric, musculoskeletal)**.**
3. **describe** suture materials and choose the appropriate material**.**

**SKILLS**

1. **apply** Advance Cardiac Life Support on an adult model in accordance with the skill procedure**.**
2. **perform** sutures in accordance with the skill procedure**.**
3. **perform** history taking and physical examination (cardiovascular, pulmonary, ear/nose/throat, gastrointestinal, gynecological, obstetric, breast, neonatal, prepubertal / pubertal, neurological / psychiatric, musculoskeletal) on simulated patients or mannequins in accordance with the skill procedure.
4. **perform** intramuscular, intradermal and subcutaneous injection as well as intravenous cannulation applications in an adult model in accordance with the skill procedure**.**
5. **describe** the process to be carried out to the patient before any intervention**.**

**ATTITUDE**

1. **value** the importance of informed consent
2. **pay** attention to patient privacy
3. **value** the importance of not exceeding the limits of his/her own competency level.

## SCIENTIFIC RESEARCH and PROJECT COURSE - III

**AIM**

The aim of scientific research and project course - III (SRPC – III) is to equip third year medical students with knowledge and skills of writing a scientific project proposal, and furthermore to equip with basic knowledge on scientific career and with skills of preparing CV and cover letter for scientific career.

**ASSESSMENT PROCEDURE:**

For the assessments of the medical students for the SRPC-III, it is calculated out of 100 points; 50% will be graded at the end of the first semester on CV and cover letter preparation assessment and 50% will be graded via scientific project proposal at the end of the second semester.

CV and cover letter assessment should be loaded to Moodle program **before 15 January 2020 Friday.** The constraints of the scientific project proposal assignment will be discussed in Small Group Study hours, and during the year small group discussion hours on the program will be used to prepare the proposal. The project proposal should be loaded to Moodle program **before 28 May 2020 Friday.**

Scientific Projects course has 2% contribution to Term Score (TS).

Please note that it is mandatory to attend to SRPC lecture hours in the program. There will be no acceptance of assignments after the prescheduled dates.

## FREE ELECTIVE COURSES

Elective courses aim to add complementary educational experiences to the medical school curriculum in order to improve comprehension of biopsychosocial approach of medical students, besides offering an opportunity to extend knowledge of interest in specific domains.
The following courses (2 ECTS credits each) will be offered in Spring semester. Each student has to choose one of these elective courses. The selection and enrollment procedure will be announced by the phase coordinator.

| **Code** | **Subject** | | |
|---|---|---|---|
| **MED 615** | **Innovation Management** | | |
| **Goals** | The aim of this course is to convey to the students knowledge on innovative approaches for visionary life, describe the philosophy of futurism. | | |
| **Content** | Strategies for futurism and applied case studies for personal innovation. | | |
| **Course Learning Outcomes** | At the end of this course, the student should be able to<br>use futuristic strategies to create innovative approaches.<br>use innovative and creative thinking techniques in professional life. | | |
| **Assessment** | | **NUMBER** | **PERCENTAGE** |
| | Midterm Exam (MCQ, Fill in the Blanks, T/F Questions, mostly based on case studies) | 1 | 25 |
| | Presentations and Reports (Interactive Team Work, Social Skills Development, based on subjects studied during classes and applications of them on MED areas & discussions after each presentation) | 1 | 25 |
| | Attendence (Showing interest to classes, performance during discussion times, performance during pair works, attending classes etc.) | | 5 |
| | Quiz ((Short quizzes to keep students updated about lectures, prepare them to midterm & final, based on subjects studied in the class, Essay or MCQ) | 5 | 5 |
| | Final Exam (MCQ, Fill in the Blanks, T/F Questions, mostly based on case studies) | 1 | 40 |
| | **Total** | 8 | **100** |

| **Code** | **Subject** | | |
|---|---|---|---|
| **MED 621** | **Epidemiological Research and Evidence Based Medicine** | | |
| **Goals** | The aim is to provide understanding of epidemiological language and terminology by reading, examining and discussing various types of epidemiological research papers and to develop the desire and enthusiasm for epidemiological studies. | | |
| **Content** | Different sessions for each type of epidemiological research will be held. The selected research types are case report, cross-sectional, case- control, cohort study, and randomized controlled trial. | | |
| **Course Learning Outcomes** | At the end of this course, the student should be able to<br>comprehend various types of epidemiological research.<br>explain basic epidemiological terminology. | | |
| **Assessment** | | **NUMBER** | **PERCENTAGE** |
| | Group work performance | | 50 |
| | Presentations | | 50 |
| | **Total** | | **100** |

| Code | Subject | | |
|---|---|---|---|
| **MED 622** | **Application of Economics in Health Care** | | |
| **Goals** | This course aims to teach the essentials of economics and its' core concepts' relevance with health-care. | | |
| **Content** | Tools and concepts of traditional Microeconomics Theory, health production function, cost & benefit analysis, demand for health insurance and health care markets. | | |
| **Course Learning Outcomes** | At the end of this course, the student should be able to<br>• explain the applications of micro-economic theories in health related areas.<br>• discuss the causes of market failure.<br>• list the factors effecting the demand for health.<br>• explain health insurance supply and demand.<br>• analyse how health care market operates. | | |
| **Assessment** | | **NUMBER** | **PERCENTAGE** |
| | Mid-terms | 1 | 80 |
| | Quizzes, Homeworks | 5 | 5 |
| | Attendance | 14 | 15 |
| | | Total | 100 |
| | Contribution of Final Examination to Overall Grade | | 45 |
| | Contribution of In-Term Studies to Overall Grade | | 55 |
| | | Total | 100 |

| Code | Subject | | |
|---|---|---|---|
| **MED 629** | **Music and Medicine** | | |
| **Goals** | This course aims to convey the past and current uses and utilities of music in medicine. | | |
| **Content** | The connection of music and medicine throughout the historical development of antiquity and Middle Ages up until today. The place of music in medical practice after the transformations in the Age of Enlightenment and beyond. | | |
| **Course Learning Outcomes** | At the end of this course, the student should be able to<br>• explain the uses of medicine in the past and present.<br>• describe the uses of music in clinical conditions, and before and after surgical treatment.<br>• explain the effects of music before and after surgery<br>• describe the types of music used in music therapy | | |
| **Assessment** | | **NUMBER** | **PERCENTAGE** |
| | Midterm | 1 | 25 |
| | Assignments (Homework) | 1 | 25 |
| | Final Exam | | 50 |
| | | Total | 100 |
| | Contribution of Final Examination to Overall Grade | | 50 |
| | Contribution of In-Term Studies to Overall Grade | | 50 |
| | | Total | 100 |

| Code | Subject |
|---|---|
| **MED 630** | **Health Law** |
| **Goals** | The aim of the course is that students obtain a legal rationale, take ethical decisions from a legal perspective, act in a respectful way to patients' rights, legal risks and responsibilities. |
| **Content** | The basic concepts of law will be introduced with a view towards health law. The legal nature of medical interventions, concepts of malpractice and complication will be explained. The fundamentals and consequences of legal and criminal liability will be emphasized and medical interventions showing ethical, and legal characteristics will be evaluated from a legal point of view. |
| **Course Learning Outcomes** | At the end of this course, the student should be able to<br>• analyze legislature and by-laws related to health law<br>• distinguish branches and consequences of legal responsibility<br>• in taking decisions about patients, help them to make their own decisions in a proper way by respecting their right to self-determination and their privacy.<br>• take ethical decisions from a perspective of patients' rights and legal responsibility<br>• identify legal risks in the developing areas of health law |

| **Assessment** | | **NUMBER** | **PERCENTAGE** |
|---|---|---|---|
| | Assignment / presentation | 1 | 50 |
| | Final EXAM | 1 | 50 |
| | | Total | 100 |
| | Contribution of Final Examination to Overall Grade | | 50 |
| | Contribution of In-Term Studies to Overall Grade | | 50 |
| | | Total | 100 |

| Code | Subject |
|---|---|
| **MED 631** | **Creative Drama II** |
| **Goals** | This course aims the development of body awareness, improvement of communication skills of students by creating an atmosphere where the students can explore the potential of their emotional intelligence. |
| **Content** | In this class, the students will be searching for their abilities for self-representation and being visible in society and going into an active learning process by experiencing image theatre, invisible theatre, newspaper theatre and forum theatre techniques |
| **Course Learning Outcomes** | At the end of this course, the student should be able to<br>• build supportive relationships in group by improving personal cooperating skills.<br>• recognize personal awareness,<br>• explain and review the schemes of personal attitude, thought and feeling by playing games and different roles.<br>• improve critical and creative ways of thinking skills, also improve skills for life-long learning which will be useful for professional life as well as personal life.<br>• explore being visible and expressing oneself in front of spectators using games and storytelling techniques. |

| **Assessment** | | **NUMBER** | **PERCENTAGE** |
|---|---|---|---|
| | Midterm | 1 | 25 |
| | Performance evaluation | 5 | 25 |
| | Final EXAM | | 50 |
| | | Total | 100 |
| | Contribution of Final Examination to Overall Grade | | 50 |
| | Contribution of In-Term Studies to Overall Grade | | 50 |
| | | Total | 100 |

| Code | Subject |
|---|---|
| **MED 634** | **Case Based Forensic Sciences** |
| **Goals** | This course aims to increase the awareness of students about forensic cases by presenting them as real case presentations through forensic sciences, where some of the patients that they will examine routinely in their professional lives are forensic cases. |
| **Content** | In each lecture, brief introduction information about one of the basic forensic sciences will be given, and with the help of this forensic science, how the case is elucidated and how the process is managed, will be explained in the lectures. |
| **Course Learning Outcomes** | At the end of this course, the student should be able to<br>• give preliminary information about what the forensic sciences are, and their relationship with medicine and each other.<br>• give examples an idea about the types of forensic cases they may encounter in their professional routine.<br>• gain the awareness that every patient that they examine can turn into a forensic case.<br>• explain the liability of healthcare professionals against forensic cases and what kind of problems both patients and healthcare professionals may encounter if they are omitted.<br>• give preliminary information about the management process of the forensic case.<br>• explain the importance of the holistic approach in the management of forensic cases<br>• explain the importance of professionalization and coordination in forensic science. |

**Assessment**

| | NUMBER | PERCENTAGE |
|---|---|---|
| Assignments | 1 | 50 |
| Final EXAM | 1 | 50 |
| | Total | 100 |
| Contribution of Final Examination to Overall Grade | | 50 |
| Contribution of In-Term Studies to Overall Grade | | 50 |
| | Total | 100 |

## OVERVIEW OF THE YEDİTEPE UNIVERSITY UNDERGRADUATE MEDICAL EDUCATION PROGRAM

Please see the below links to access Yeditepe University Medical School Undergraduate Medical Education Program's Information Package, Curriculum, and Detailed Course Plans in compliance with European Higher Education Area and Bologna Process regulations. These documents will provide you with a comprehensive overview of the program.

Faculty Website Links (Turkish):

- Curriculum: https://med.yeditepe.edu.tr/tr/mezuniyet-oncesi-tip-egitimi
- Bologna information Package: https://med.yeditepe.edu.tr/tr/bologna

Faculty Website Links (English):

- Curriculum: https://med.yeditepe.edu.tr/en/mezuniyet-oncesi-tip-egitimi
- Bologna information Package: https://med.yeditepe.edu.tr/en/bologna

## COURSE LOCATIONS

| COURSE CODES | COURSE NAMES | LOCATIONS |
|---|---|---|
| **MED 302** | INTRODUCTION to CLINICAL SCIENCES | **Lectures/Sessions/Panels:** Room Number: B311, Base Floor, Medical Faculty Block, Yeditepe University Campus.<br>**Microbiology Laboratory:** Room Number: 934, 5th Floor, Medical Faculty Block, Yeditepe University Campus.<br>**Pathology Laboratory:** Room Number: 929-930, 5th Floor, Medical Faculty Block, Yeditepe University Campus. |
| **MED 303** | INTRODUCTION to CLINICAL PRACTICE | **ICP-CSL:** Room Number: 442, Base Floor, Medical Faculty Block, Yeditepe University Campus.<br>**YH:** Yeditepe University Hospital. |

**Yeditepe University Campus Address:** İnönü Mah. Kayışdağı Cad. 26 Ağustos Yerleşimi, 34755, Ataşehir, İstanbul.

**Yeditepe University Hospital Address:** İçerenköy Mah. Hastane Yolu Sok. No:102-104. Ataşehir, İstanbul.

* Elective courses locations will be announced later.

## 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 Committee Coordinator, 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 committee.
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 Program (YUFM/UG-ME), Work Descriptions and Introduction of Committees 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
- Elective Courses (only in Phase I and Phase II)
- 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, Committee Coordinator will present brief information on the following topics:
- Learning Objectives of the Committee
- Academic Program of the Committee
- Teaching and Learning Methods
- Learning Environments and Sources/Resources, References
- Attendance
- Assessment Methods and Question Distribution Table
- Committee Score Calculation Method
- Pass/Fail Conditions
- Feedback of the Previous Year and Program Improvements
- Social Programs and Facilities

## Committee Evaluation Session

**Aim of the Session:**

The aim of the session is to evaluate the committee educational program, with all its components, by the students and the committee coordinators. This session will contribute to the improvement of the educational program in general by giving the opportunity to identify the strengths of the committee 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 committee period face to face
- allow the students to review the committee 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 committee coordination team. In the second part (60 minutes) committee exam questions will be reviewed and discussed by students and faculty.

**Rules of the Committee Evaluation Session:**

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

## Committee 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).

## Multidisciplinary Case Discussion Panel

**Aim:**
The aim of this instructional method is, to integrate what students learnt during committee, to fit in the clinical context and to promote deep learning.

**Objectives:**
1. To relate learning objectives of the committee,
2. To relate clinical cases and learning subjects,
3. To explain learning objectives in the resolution of clinical cases,
4. To value the importantance of multidisiplinary study in the resolution of clinical cases.

**Implementation:**

**Before the Panel**
1. Case/cases that will be discussed in the panel will be chosen by a multidisiplinary team, in compliance with committee learning objectives.
2. The resources to analyse the cases will be specified by multidisiplinary team.
3. Students can get hard copies of the cases and the list of sources from student affairs at the beginning of the committee.
4. Students shall study cases in the context of learning objectives before the panel.
5. Before the panel, students may consult the faculty members for information about cases.

**During the Panel**
6. Cases will be shared visually with students by the multidisiplinary team.
7. Possible resolution of cases will be shared and discussed with students by the multidisiplinary team.
8. After the resolution of cases, students can ask questions to faculty members about the commitee learning obcetives in the context of cases.

**Process:** The total duration of the Panel is 60 minutes and has 2 parts. The first part (40 minutes), covers the presentation of cases, resolution of cases, asking questions to students and discussion as suitable to learning objectives during the resolution by multidisiplinary team. The second part (20 minutes), covers students' questions and discussion.

**After the Panel**
9. Students may continue reviewing the cases in the context of committee learning objectives.
10. The multidisiplinary team will review the usefulness of cases as a learning tool in the context of committee learning objectives. "The Panel Report" will be written by the multidisiplinary team.

# 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.

## 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 Asstance 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.

## ONLINE EXAM RULES

1. The online examination application of the Education Management Information System (EYS) works with connection to the internet. During your exam, you should take the exam in a quiet area where you have an internet connection.

2. You are not allowed to take the online exam from places that are not suitable for the exam such as private cars, public transportation vehicles, cafes, etc. You are expected to take the online exam in your own home, if possible, in your own study room.

3. During the online exam, connect to the Internet at a location near your wireless modem or, if possible, using the LAN cable to avoid network problems.

4. Online exam lenght, number of questions and question types will be announced by coordinators (preclinical years) or educational supervisors (clerkships).

5. You can use a desktop or laptop computer for the exam. Google Chrome should be used as an internet browser.

6. First of all, you need to register your computer with your Yeditepe e-mail address at **tf.yeditepe.edu.tr/online_sinav/** You can attend your online exam only from the registered (IP address is registered) computer.

7. You must be ready by entering the system 30 minutes before the specified time for the online exam.

8. Before starting the exam, you must connect to the Google Meet session from the link which will be delivered by the Coordinator. The online exam will be recorded with the Google Meet.

9. Identity check will be done before the exam starts. For this reason, you should have your student IDs with you.

10. When you enter the online exam system, you will be asked to switch the program in full screen mode and continue with it. How to switch to full screen mode and which key combinations to use for this will be indicated on the online exam screen.

11. Your computer's camera should be turned on during the exam.

12. The total time which is given to you for the exam will be displayed on the screen. In other words, after recording your answer, you will be able to move on to the next question without waiting.

13. After selecting your choice, do not forget to save it from the confirmation button.

14. You can answer the questions in the order you want. You will be given the option to check your answers or to return to the question you left blank.

15. The order of the questions will be arranged differently for each student and will be displayed on the screen.

16. If you have disconnection to internet during the exam, you will be able to reconnect to the exam. In this case, you will be able to continue the exam from where you left off.

17. You will not be allowed to leave the computer during the exam (online exam process will be recorded through the Google Meet).

## ONLINE EXAM ETHICAL RULES

*This rules also includes situations that will be considered as cheating during the exam.

During the exam, students, shall act honestly, and not to tend cheating to uphold the reputation of the medical student.

All students must have their cameras on and their microphones off during the exam. A healthy camera view is a requirement of the online exam. If this cannot be achieved with an integrated or external camera, students should download google meet to their mobile phones, join the observer links on their phones, and transmit their images with the phone's camera throughout the exam.

During the exam, It is forbidden;

1. to wear headphones,
2. to speak and / or to close the mouth to speak.
3. to go out of the camera view,
4. to use or attempt to use mobile phones etc.
5. to look outside the exam screen,
6. to take screenshots of the questions and share them electronically

Students who exhibit the above-mentioned behaviors will be warned by the observers. Despite the warnings, the exams of the students who constantly behave in this way will be considered invalid and these students will be regarded within the scope of the Student Disciplinary Regulations for Higher Education Institutions.

## ASSESSMENT PROCEDURE

The Assessment Procedure of the Phase III covers exams and scores and their abbrevations that shown below.

- Exams:
  - Committee Exam (CE)
  - Mid-term Exam (MTE)
  - Final Exam (FE)
  - Incomplete Exam (ICE)
  - Make-up Exams (MUE)
- Scores*:
  - Committee Score (CS)
  - Committees Mean Score (CMS)
  - Introduction to Clinical Practice Score (ICPS)
  - Scientific Research and Project Course Score (SRPCS)
  - Final Exam Score (FES)
  - Incomplete Exam Score (ICES)
  - Term Score (TS)

* All scores have a range of 0-100 points.

Assessment approaches, assessment methods and assessment tools, that related with the exam and score types, are shown in below table.

| Assessment Approaches | Assessment Methods | Question Types / Assessment Tools | Exams | Derived Scores |
|---|---|---|---|---|
| Knowledge-based Assessment | WE: Written Examination | MCQ: Multiple Choice Questions | CE, MTE, FE, ICE | CS, ICPS, FES, ICES |
| | | EMQ: Extended Matching Questions | CE | CS |
| | | FSAQ: Fill-in-the-Blank Short Answer Questions | MuE | CS |
| Competency–based Assessment | OSCE: Objective Structured Clinical Examination | OSCE Checklist | | ICPS |
| Performance–based Assessment | PWPE: Project Writing and Presenting Evaluation | PWPE Checklist | | SRPCS |

| Exams Information (MED 302, MED 303) | |
|---|---|
| **CE** | For the proportional correspondence of individual learning objectives, please see the committee's assessment matrix table/page. |
| **FE** | FE consists of 200 MCQs.<br>For the proportional contribution of each committee, please see the committee's assessment matrix table/page. |
| **ICE** | ICE consists of 200 MCQs.<br>For the proportional contribution of each committee, please see the committee's assessment matrix table/page. |
| **$MUE_{ICS}$** | MUE will be held only twice in a term.<br>MUE consists of FSAQs.<br>MUE content will be developed by the coordination committees. |

| Scores Information (MED 302, MED 303) | |
|---|---|
| **CS** | The committee score is based on various question types/numbers and/or assessment tools (MCQ, EMQ, MEQ or Checklists). Please see the committee's assessment matrix table/page for the specifications. |
| **CMS** | = Average of CSs |
| **ICPS** | = (50% Midterm) + (50% Final) |
| **SRPCS** | = Score information is shown in below Scientific Research and Project Course - III page. |
| **FES** | = Final Exam Score |
| **ICES** | = Incomplete Exam Score |
| **TS** *for students, who are exempted from FE* | = 98% of CMS + 2% of SRPCS |
| **TS** *for students, who are not exempted from FE* | = 98% of (60% of CMS + 40% of FES or ICES) + 2% of SRPCS |

| Pass or Fail Calculations of the Courses |
|---|
| **INTRODUCTION to CLINICAL SCIENCES (ICS) III (MED 302)** |
| ***Pass;*** *TS* **≥ *50*** |
| ***Fail;*** *FES* **< *50*** *(barrier point), ICES* **< *50*** *(barrier point), or/and TS* **< *50*** |
| *The student is exempted from FE, if the CMS is* **≥ *75*** *and all CSs are* **≥ *50*** |
| *The FE and ICE barrier point is not applied to the students whose all CSs are* **≥ *50*** |
| **INTRODUCTION to CLINICAL PRACTICE (ICP) III (MED 303)** |
| ***Pass;*** *ICPS* **≥ *50*** |
| ***Fail;*** *ICPS* **< *50*** |

*The Assessment Procedure of the Phase III will be announced and explained in the introductory session at the beginning of the academic year.*

**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.

**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.

**FSAQ**, Fill-in-the-Blank Short Answer Questions are typically composed of a brief prompt that demands a written answer that varies in length from one or two words to a sentence.

**OSCE** describes a form of competency-based testing 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.

**ACADEMIC CALENDAR of PHASE III 2020 - 2021**

**INTRODUCTION to CLINICAL SCIENCES (MED 302)**

**COMMITTEE I**

**INFECTIOUS DISEASES & HEMATOPOIETIC SYSTEMS (7 Weeks)**

| | | |
|---|---|---|
| Beginning of Committee | October 5, 2020 | Monday |
| End of Committee | November 20, 2020 | Friday |
| **Committee Exam** | **November 20, 2020** | **Friday** |
| **National Holiday** | **October 28 1/2, 2020**<br>**October 29, 2020** | **Wednesday, Thursday** |
| **Commemoration of Atatürk** | **November 10, 2020** | **Tuesday** |

**COMMITTEE II**

**CARDIOLOGY and RESPIRATORY SYSTEMS (7 Weeks)**

| | | |
|---|---|---|
| Beginning of Committee | November 23, 2020 | Monday |
| End of Committee | January 8, 2021 | Friday |
| **Committee Exam** | January 8, 2021 | **Friday** |
| **New Year** | **January 01, 2020** | **Wednesday** |

**COMMITTEE III**

**GASTROINTESTINAL SYSTEM (4 Weeks)**

| | | |
|---|---|---|
| Beginning of Committee | January 11, 2021 | Monday |
| End of Committee | February 19, 2021 | Friday |
| **Committee Exam** | **February 19, 2021** | **Friday** |
| **MIDTERM BREAK** | **February 1 – 14, 2021** | |

**COMMITTEE IV**

**ENDOCRINE, REPRODUCTIVE and URINARY SYSTEMS (7 Weeks)**

| | | |
|---|---|---|
| Beginning of Committee | February 22, 2021 | Monday |
| End of Committee | April 9, 2021 | Friday |
| **Committee Exam** | **April 9, 2021** | **Friday** |
| **Physicians' Day** | **March 14, 2021** | **Sunday** |

**COMMITTEE V**

**NERVOUS SYSTEM and PSYCHIATRY (7 Weeks)**

| | | |
|---|---|---|
| Beginning of Committee | April 12, 2021 | Monday |
| End of Committee | May 28, 2021 | Friday |
| **Committee Exam** | **May 28, 2021** | **Friday** |
| **National Holiday** | **April 23, 2021** | **Friday** |
| **Labour's Day** | **May 01, 2021** | **Saturday** |
| **Religious Holiday** | **May 12 1/2 – 15, 2020** | **Wednesday-Saturday** |
| **National Holiday** | **May 19, 2020** | **Wednesday** |

**COMMITTEE VI**
**MUSCULOSKELETAL SYSTEM (5 Weeks)**

| | | |
|---|---|---|
| Beginning of Committee | May 31, 2021 | Monday |
| End of Committee | July 2, 2022 | Friday |
| **Committee Exam** | **July 2, 2021** | **Friday** |

**SCIENTIFIC RESEARCH and PROJECT COURSE**

| | | |
|---|---|---|
| **Midterm Assesment** | **Jan 15, 2020** | **Friday** |
| **Final Assesment** | **May 28, 2021** | **Friday** |

**INTRODUCTION to CLINICAL SCIENCES (MED 302):**

| | | |
|---|---|---|
| **Make-up Exam** | **July 16, 2021** | **Friday** |
| **Final Exam** | **July 26, 2021** | **Monday** |
| **Incomplete Exam** | **August 16, 2021** | **Monday** |

**INTRODUCTION to CLINICAL PRACTICE – III (MED 303):**

| | | |
|---|---|---|
| Beginning of ICP - III | October 19, 2020 | Monday |
| End of ICP - III | June 14, 2021 | Monday |
| **Midterm Exam** | **March 5, 2021** | **Friday** |
| **Make-up Exam** | **May 21, 2021** | **Friday** |
| **Final Exam** | **July 5-9, 2021** | **Monday - Friday** |
| **Incomplete Exam** | **July 30, 2021** | **Friday** |

**FREE ELECTIVE COURSES:**

| | | |
|---|---|---|
| Beginning of Elective Courses | February 19, 2021 | Friday |
| End of Elective Courses | June 04, 2021 | Friday |
| **Midterm Exam** | **April 2, 2021** | **Friday** |
| **Make-up Exam** | **June 14 - 18, 2021** | **Monday-Friday** |
| **Final Exam** | **June 21-28 , 2021** | **Monday-Monday** |
| **Incomplete Exam** | **July 5-27, 2021** | **Monday-Tuesday** |

**COORDINATION COMMITTEE MEETINGS**

| | | |
|---|---|---|
| 1st Coordination Committee Meeting: | November 6, 2020 | Friday |
| 2nd Coordination Committee Meeting: (with student participation) | January 12, 2021 | Tuesday |
| 3rd Coordination Committee Meeting: (with student participation) | May 25, 2021 | Tuesday |

## RECOMMENDED TEXTBOOKS

**Biomedical Ethics & Deontology**

1. Marcia Lewis, Carol D. Tamparo. Medical Law, Ethics, & Bioethics for the Health Professions, F.A. Davis Publishing House, 2012, ISBN: 0803627068
2. Michael Boylan. Medical Ethics, Wiley-Blackwell Publishing House, 2013, ISBN: 978-1118494752

**Biostatistics**

**1.** Pagano, Marcello, Gauvreau, Kimberlee. Principles of Biostatistics. Duxbury Press, 2000 ISBN 0534229026, 9780534229023.
**2.** Glantz, Stanton A. Primer of Biostatistics. 7th Edition. McGraw Hill Professional, 2011. ISBN 0071447814, 9780071447812.

**Infectious Diseases and Clinical Microbiology**

1. Murray, Patrick R, Rosenthal, Ken S, Pfaller, Michael A.. Medical Microbiology with STUDENT CONSULT Online Access. 8th Edition, 2016.

**Medical Genetics**

1. Turnpenny, Peter D, Ellard, Sian. Emery's Elements of Medical Genetics. 14th Edition. Churchill Livingstone, 2012, ISBN: 9780702040436

**Neurosurgery**

1. Microneurosurgery, Volume I to Volume V, Thieme Kindle Edition by Mahmut Gazi Yasargil (Author)
2. Neurology and Neurosurgery Illustrated, 5th Edition by Kenneth W. Lindsay PhD FRCS (Author), Ian Bone FRCP FACP (Author), Geraint Fuller MD FRCP (Author)
3. Handbook of Neurosurgery Feb 22, 2010 by Mark S. Greenberg

**Pharmacology**

1. Harvey, Richard A. Lippincott's Illustrated Review of Pharmacology. 6th ed., Wolters Kluwer Health, 2015. ISBN: 978-1469887562.
2. Katzung, Bertram G., Masters, Susan B., Trevor Anthony J. Katzung's Basic & Clinical Pharmacology. 14th Edition. McGraw Hill Companies, 2017. ISBN: 978-1259641152.
3. Brunton, Laurence, Chabner, Bruce, Knollman, Bjorn. Goodman&Gilman's The Pharmacological Basis of Therapeutics. 13th Edition. McGraw Hill Companies, 2017. ISBN: 978-1259584732.

**Orthopedic Surgery**

1. Ortopedik Fizik Muayane, çeviri ed. Uğur Şaylı, Güneş Tıp Kitapevi
2. Review of Orthopaedics, 6th edition (ed. Mark D. Miller)
3. AAOS Comprehensive Orthopaedic Review, 2nd edition (ed. Martin I. Boyer)

**Pathology**

1. Abbas Aster, Kumar. Robbıns Basıc Pathology. 9th edition, Saunders, Elsevıer Inc. 2013. ISBN:978-0-8089-2432-6

**Psychiatry**

1. Öztürk O. Ruh Sağlığı ve Bozuklukları. 2. Baskı, Ankara 2011. ISBN: 9786058617292
2. Sadock BJ, Sadock VA, Ruiz P. Kaplan & Sadock's Comprehensive Textbook of Psychiatry, 9. Ed. 2009, Lippincott Williams & Wilkins, PA, USA. ISBN: 9780781768993
3. Purves D, Augustine GJ. Fitzpatrick D. et al. Neuroscience. 5. Ed. 2012, Sinauer Assoc, Mass, USA. ISBN: 9780878936953

**General Surgery**

1. Brunicardi, F. Schwartz's Principles of Surgery, 10th edition, July 16, 2014, ISBN: 0071796754 / 9780071796750

**Urology**

1. Campbell-Walsh Urology, 11th Edition 4-Volume Set. By Alan J. Wein, MD, FACS, PhD (hon), Louis R. Kavoussi, MD, Alan W. Partin, MD, PhD and Craig A. Peters, MD, FACS, FAAP. Imprint: Elsevier. ISBN: 978-1-4557-7567-5. Copyright: 2016

## COMMITTEE I - INFECTIOUS DISEASES & HEMATOPOIETIC SYSTEM

## DISTRIBUTION of LECTURE HOURS

## October 5, 2020 - November 20, 2021

## COMMITTEE DURATION: 7 WEEKS

| MED 302 | INTRODUCTION to CLINICAL SCIENCES | ABBR. | THEO. | PRAC. | LAB/CSL | DISCUSSION | TOTAL |
|---|---|---|---|---|---|---|---|
| DISCIPLINE | INFECTIOUS DISEASES | ID | 20 | | | | **20** |
| | MEDICAL MICROBIOLOGY | MM | 10 | | 2 X 1=2 (4 Groups) | | **12** |
| | PHARMACOLOGY | PC | 21 | | | | **21** |
| | PATHOLOGY | PT | 12 | | | 2 | **14** |
| | BIOMEDICAL ETHICS & DEONTOLOGY | BED | 12 | | | | **12** |
| | HEMATOLOGY | HEM | 11 | | | | **11** |
| | PUBLIC HEALTH | PH | 8 | | | | **8** |
| | IMMUNOLOGY | IMM | 6 | | | | **6** |
| | MEDICAL GENETICS | MG | 5 | | | | **5** |
| | PEDIATRICS | PED | 4 | | | | **4** |
| | PATHOPHYSIOLOGY | PP | 4 | | | | **4** |
| | PHYTOTHERAPY | PHY | 3 | | | | **3** |
| | BIOSTATISTICS | BS | 3 | | | | **3** |
| | ONCOLOGY | ONC | 3 | | | | **3** |
| | FAMILY MEDICINE | FM | 1 | | | | **1** |
| | EMERGENCY MEDICINE | EM | 1 | | | | **1** |
| | INTERDISCIPLINARY | MCDP | | | | 2 | **2** |
| | **TOTAL** | | 124 | | 2 | 4 | **130** |
| | **OTHER COURSES** | | | | | | |
| | SCIENTIFIC RESEARCH and PROJECT COURSE-III | SRPC | | | | 2 | **2** |
| **MED 303** | INTRODUCTION to CLINICAL PRACTICE III | ICP III | | | 2 X 3=6 (4 Groups) | | **6** |
| **TOTAL** | | | **124** | | **8** | **6** | **138** |
| | **INDEPENDENT LEARNING** | | | | | | **107** |

### Coordination Committee

| | |
|---|---|
| **HEAD** | Meral Sönmezoğlu, MD, Prof. |
| **SECRETARY** | Ayşegül Kuşkucu, MD, Assist. Prof. |
| **MEMBER** | Ece Genç, PhD, Prof. |
| **MEMBER** | Ferda Özkan, MD, Prof. |
| **MEMBER** | Atilla Özkan, MD, Assoc. Prof. |

## COMMITTEE I - INFECTIOUS DISEASES & HEMATOPOIETIC SYSTEM LECTURERS

| MED 302 INTRODUCTION to CLINICAL SCIENCES | |
|---|---|
| **DISCIPLINE** | **LECTURERS** |
| INFECTIOUS DISEASES | Meral Sönmezoğlu, MD, Prof. |
| MEDICAL MICROBIOLOGY | İ. Çağatay Acuner, MD, Assoc. Prof. |
| PHARMACOLOGY | Ece Genç, PhD, Prof.<br>Emine Nur Özdamar, MD, Assist. Prof |
| PATHOLOGY | Aydın Sav, MD, Prof. |
| HEMATOLOGY | Atilla Özkan, MD, Assoc.Prof. |
| PEDIATRICS | Sabri Kemahlı, MD, Prof<br>S. Perihan Saf, MD |
| PUBLIC HEALTH | Erol Sezer, MD, Prof<br>Hale Arık Taşyıkan, MD, Assist. Prof |
| PATHOPHYSIOLOGY | Mehtap Kaçar, MD, Assoc. Prof. |
| BIOMEDICAL ETHICS & DEONTOLOGY | Elif Vatanoğlu Lutz, Assoc. Prof. |
| FAMILY MEDICINE | Güldal İzbırak, MD, Assoc.Prof. |
| EMERGENCY MEDICINE | Mustafa Ferudun Çelikmen, MD, Assist Prof. |
| BIOISTATISTICS | Çiğdem Altunok, PhD, Assist. Prof. |
| MEDICAL GENETICS | Ayşegül Çınar Kuşkucu, MD, Assist. Prof. |
| PHYTOTHERAPY | Erdem Yeşilada, PhD, Prof.<br>M. Engin Celep, PhD, Assist. Prof. |
| ONCOLOGY | Okan Kuzhan, MD, Prof. |
| IMMUNOLOGY | Gülderen Yanıkkaya Demirel, MD, PhD, Prof. |
| **OTHER COURSES** | |
| **DISCIPLINE** | **LECTURERS** |
| SCIENTIFIC RESEARCH and PROJECT COURSE-III | Bayram Yılmaz, PhD, Prof.<br>Hale Arık Taşyıkan, MD, Assist Prof. |

| MED 303 INTRODUCTION to CLINICAL PRACTICE III | |
|---|---|
| **DISCIPLINE** | **LECTURERS** |
| CLINICAL SKILLS LAB | Zeynep Alkan, MD, Assoc. Prof.<br>Serdar Özdemir, MD, Assist. Prof. |

# COMMITTEE I - INFECTIOUS DISEASES & HEMATOPOIETIC SYSTEM
# AIMS and LEARNING OBJECTIVES

## ***INFECTIOUS DISEASES***

### AIMS

***In evidence based manner,***

1. ***to remind*** knowledge on structures of agents that cause infectious clinical conditions which are frequent in community and/or pose high risk for individual or community health, and/or life-threatening or constitute an emergency,
2. ***to convey*** knowledge on epidemiology of infectious clinical conditions which are frequent in community and/or pose high risk for individual or community health, and/or life-threatening or constitute an emergency,
3. ***to convey*** knowledge on pathogenesis mechanisms of agents that cause infectious clinical conditions which are frequent in community and/or pose high risk for individual or community health, and/or life-threatening or constitute an emergency,
4. ***to convey*** necessary knowledge on prevention of infectious clinical conditions, and protection or improvement of health against these conditions,
5. ***to convey*** knowledge on mechanisms of occurrence for frequently encountered clinical complaints, symptoms, signs and findings in infectious clinical conditions which are frequent in community and/or pose high risk for individual or community health, and/or life-threatening or constitute an emergency,
6. ***to convey*** necessary knowledge together with performance measures on health care processes, clinical decision making process, clinical decisions and clinical practices required for managing infectious clinical conditions, which are frequent in community and/or pose high risk for individual or community health, and/or life-threatening or constitute an emergency, at the level of primary health care service,
7. ***to convey*** necessary knowledge on pharmacology of drugs used in infectious clinical conditions which are frequent in community and/or pose high risk for individual or community health, and/or life-threatening or constitute an emergency,
8. ***to convey*** necessary knowledge on ethical problems encountered in health care service and utilization, and on principles of solutions,
9. ***to convey*** biostatistical knowledge required in design of medical research,
10. ***to convey*** necessary knowledge on genetical basis of clinical conditions,
11. ***to equip with*** basic clinical skills, (intravenous injection on phantom model), required at primary health care service level.

### LEARNING OBJECTIVES

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

1.0. ***explain*** basic characteristics of infectious clinical conditions which are frequent in community and/or pose high risk for individual or community health, and/or life-threatening or constitute an emergency,
2.0. ***recall*** structures, and
2.1. ***explain*** mechanisms of pathogenesis of agents (bacteria, viruses, fungi, parasites, prions) that cause infectious clinical conditions which are frequent in community and/or pose high risk for individual or community health, and/or life-threatening or constitute an emergency,
3.0. ***classify*** infectious clinical conditions which are frequent in community and/or pose high risk for individual or community health, and/or life-threatening or constitute an emergency, based on causative agents and systems,

4.0. ***explain*** mechanisms of change in structure and function at molecular, cellular, tissue, system, multi-system and organismal levels in infectious clinical conditions which are frequent in community and/or pose high risk for individual or community health, and/or life-threatening or constitute an emergency,

5.0. ***explain*** mechanisms of host immune response to and consequences in infectious clinical conditions which are frequent in community and/or pose high risk for individual or community health, and/or life-threatening or constitute an emergency,

6.0. ***explain*** epidemiology of infectious clinical conditions which are frequent in community and/or pose high risk for individual or community health, and/or life-threatening or constitute an emergency,

7.0. ***explain*** requirements for prevention of infectious clinical conditions, and protection or improvement of health against these conditions, in healthy or susceptible individual or community,

8.0. ***explain*** mechanisms of occurrence for frequently encountered clinical complaints, symptoms, signs and findings in infectious clinical conditions which are frequent in community and/or pose high risk for individual or community health, and/or life-threatening or constitute an emergency,

9.0. at multi-system level or related to a body system,

- for healthy conditions in an individual or community with a request against infectious clinical conditions that pose risks,
- in an individual with clinical complaint, symptom, sign or laboratory/imaging finding or in a community,
- for infectious clinical conditions which are frequent in community and/or pose high risk for individual or community health, and/or life-threatening or constitute an emergency,

***explain*** in an evidence-based manner and together with performance measures from the aspects of reliability, practicality and outcomes,

- health care processes, clinical decision making process, clinical decisions and clinical practices which are required for management at primary health care service level:

9.1. practice of history taking and physical examination
9.2. evaluation of emergency case (sepsis and septic shock)
9.3. approach to healthy individual or patient (fever)
9.4. laboratory tests/examinations (urine sample collection, urine strip/dipstick test, urine culture)
9.5. imaging tests/examinations (nuclear medicine tests in infectious diseases)
9.6. point of care testing (urine strip/dipstick test)
9.7. making preliminary diagnosis or definitive diagnosis decision
9.8. making non-intervention or intervention decision
9.9. practicing non-intervention or intervention
9.10. referral/transport of healthy individual or patient

10.1.***list*** goals and principles of drug use,

10.2.***describe*** effects,

10.3.***explain*** mechanism of action (pharmacodynamics),

10.4.***list*** indications, contraindications, pharmacological features, pharmacokinetic characteristics, drug-drug inreactions and side effects,

10.5.***explain*** resistance mechanisms of drugs (principles of antimicrobial chemotherapy, antibacterial, antifungal, antiviral, antiprotozoal, antihelmintic drugs, antiseptics and disinfectants) used in infectious clinical conditions,

11.0. ***explain*** interactions of health conditions (healthy and clinical conditions) at individual, family and community levels in relation to infectious agents, and importance of infectious agents and infectious clinical conditions from the aspect of public health,

12.0.***define*** approaches (education, santitation, hygiene, disinfection/antisepsis/sterilization, screening, surveillance, vaccination, prophylaxis, isolation, design/renovation) to control risks in infectious clinical conditions which are frequent in community and/or pose high risk for individual or community health,

13.0. ***explain*** hereditary immune system disorders,

14.0.***explain*** ethical problems (violation of truthfulness, responsibilities of physician and patient, allocation of scarce resources) encountered in health care service and utilization, and principles of solutions,

15.0. ***define*** biostatistical knowledge required in design of medical research (research design, planning medical research,

16.0. ***perform*** basic clinical skills, practiced on phantom models (suturing technique), required at primary health care service level.

## ***HEMATOPOIETIC SYSTEM***

### AIMS

***In evidence based manner,***

1. ***to remind*** knowledge on anatomy, histology and physiology of hematopoietic system,
2. ***to convey*** knowledge on etiopathogenesis of clinical conditions which are frequent in community and/or pose high risk for individual or community health, and/or life-threatening or constitute an emergency related to cardiovascular and respiratory systems,
3. ***to convey*** knowledge on epidemiology of clinical conditions which are frequent in community and/or pose high risk for individual or community health, and/or life-threatening or constitute an emergency related to hematopoietic system,
4. ***to convey*** necessary knowledge on prevention of clinical conditions, and protection or improvement of health against those clinical conditions related to hematopoietic system,
5. ***to convey*** knowledge on mechanisms of occurrence for frequently encountered clinical complaints, symptoms, signs and findings in clinical conditions which are frequent in community and/or pose high risk for individual or community health, and/or life-threatening or constitute an emergency related to hematopoietic system,
6. ***to convey*** necessary knowledge together with performance measures on health care processes, clinical decision making process, clinical decisions and clinical practices required for managing clinical conditions related to hematopoietic system, which are frequent in community and/or pose high risk for individual or community health, and/or life-threatening or constitute an emergency, at the level of primary health care service,
7. ***to convey*** knowledge on pharmacology of drugs that are effective on hematopoietic system or on clinical conditions involving hematopoietic system,
8. ***to convey*** knowledge on phytotherapeutic agents that have immune-modulatory effects,
9. ***to convey*** basic knowledge on phytotherapy
10. ***to convey*** knowledge on comparative biostatistical analysis of study groups,

### LEARNING OBJECTIVES

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

H1. ***recall*** anatomy, histology and physiology of hematopoietic system,

H2. ***explain*** etiopathogenesis of clinical conditions (hematological syndromes, disorders and diseases, lenforeticular infections) which are frequent in community and/or pose high risk for individual or community health, and/or life-threatening or constitute an emergency related to hematopoietic system,

H3. ***explain*** epidemiology of clinical conditions which are frequent in community and/or pose high risk for individual or community health, and/or life-threatening or constitute an emergency related to hematopoietic system,

H4. ***explain*** prevention of clinical conditions, and protection or improvement of health against those clinical conditions related to hematopoietic system,

H5. ***describe*** mechanims of occurence for frequently encountered clinical complaints, symptoms, signs and findings in clinical conditions which are frequent in community and/or pose high risk for individual or community health, and/or life-threatening or constitute an emergency related to hematopoietic system,

H6. at multi-system level and/or related to hematopoietic system,

- for healthy conditions in an individual or community with a request against clinical conditions that pose risks,
- in an individual with clinical complaint, symptom, sign or laboratory/imaging finding or in a community,
- for clinical conditions which are frequent in community and/or pose high risk for individual or community health, and/or life-threatening or constitute an emergency,

***explain*** in an evidence-based manner and together with performance measures from the aspects of reliability, practicality and outcomes,

- health care processes, clinical decision making process, clinical decisions and clinical practices

which are required for management at primary health care service level:

H6.1. practice of history taking and physical examination
H6.2. evaluation of emergency case
H6.3. approach to healthy individual or patient (anemia, lymphadenopathy)
H6.4. laboratory tests/examinations (peripheral/venous blood collection for hematology tests, hematology tests for anemia)
H6.5. imaging tests/examinations (nuclear medicine tests in hematology)
H6.6. point of care testing (hematology-peripheral blood smear examination, hematology-complete blood count)
H6.7. making preliminary diagnosis or definitive diagnosis decision
H6.8. making non-intervention or intervention decision
H6.9. practicing non-intervention or intervention
H6.10. referral/transport of healthy individual or patient
H7. ***classify*** blood products and blood groups,
H8. ***define*** principles of transfusion,
H9. ***explain*** pharmacology of drugs (antianemic drugs, antineoplastic drugs, hematostatic drugs and blood products, immunomodulators) that are effective on hematopoietic system or on clinical conditions involving hematopoietic system,
H10. ***explain*** mechanisms of bone marrow toxicity of drugs and other chemicals,
H11. ***list*** principles of cancer chemotherapy,
H12. ***explain*** chemotherapy in leukemia and lymphoma,
H13. ***list*** phytotherapeutic agents with immunomodulatory effects,
H14. ***list*** principles of comparative biostatistical analysis of study groups,
H15. ***explain*** basic knowledge on phytotherapy (basic concepts and terms, uses in modern medicine, regulations, standardization and quality control),

# COMMITTEE I - INFECTIOUS DISEASES & HEMATOPOIETIC SYSTEM
# COMMITTEE ASSESSMENT MATRIX

| PHASE III<br>**COURSE:** MED 302 INTRODUCTION to CLINICAL SCIENCES<br>**COURSE COMPONENT:** COMMITTEE I - INFECTIOUS DISEASES & HEMATOPOIETIC SYSTEM | | | | | | |
|---|---|---|---|---|---|---|
| **QUESTION DISTRIBUTION TABLE** | | | | | | |
| **LEARNING OBJECTIVE** | **DISCIPLINE** | **LECTURER/ INSTRUCTOR** | **NUMBER of QUESTIONS (MCQ)** | | | |
| | | | **CE** | **FE** | **IE** | **Total** |
| 1.0 -12.0, H7, H8 | ID | M. Sönmezoğlu | 14 | 6 | 6 | 26 |
| 1.0 -12.0 | MM | İ. Ç. Acuner | 7 | 3 | 3 | 13 |
| 10.0, H9, H10 | PC | E. Genç<br>E.N. Özdamar | 15 | 4 | 4 | 23 |
| 4.0.,5.0, H2 | PT | A. Sav | 9 | 4 | 4 | 17 |
| 14.0 | BED | E. Vatanoğlu Lutz | 9 | 4 | 4 | 17 |
| H1 – H7 | HEM | H. A. Özkan | 8 | 3 | 3 | 14 |
| 6.0.,7.0.,11.0.,12.0. | PH | R. E. Sezer<br>H. A.Taşyıkan | 6 | 2 | 2 | 10 |
| 4.0, 5.0, 13.0 | IMM | G. Y. Demirel | 4 | 2 | 2 | 8 |
| 14.0. | MG | A. Ç. Kuşkucu | 4 | 2 | 2 | 8 |
| 8.0.,9.0., 9.1. | PED | S. Kemahlı<br>P. Saf | 4 | 2 | 2 | 8 |
| 4.0.,5.0.,8.0, H1, H2 | PP | M. Kaçar | 2 | 1 | 1 | 4 |
| H13 – H15 | PHY | E. Yeşilada | 2 | 1 | 1 | 4 |
| 15.0., H14 | BS | Ç. Altunok | 2 | 1 | 1 | 4 |
| H2, H11, H12 | ONC | O. Kuzhan | 2 | 1 | 1 | 4 |
| 9.0, 11.0 | FM | G. İzbırak | 1 | 0 | 0 | 1 |
| 9.2 | EM | M. F. Çelikmen | 1 | 0 | 0 | 1 |
| **TOTAL** | | | 90 | 36 | 36 | 162 |
| **LEARNING OBJECTIVE** | **FACULTY DEPARTMENT** | **LECTURER/ INSTRUCTOR** | **NUMBER of QUESTIONS (EMQ)** | | | |
| 1.0 -12.0, H7, H8 | IDCM | M. Sönmezoğlu | 2 | - | - | 2 |
| H1 – H7 | HEM | H. A. Özkan | 2 | - | - | 2 |
| 4.0.,5.0, H2 | PT | A. Sav | 1 | - | - | 1 |
| | | **TOTAL** | 5 | - | - | 5 |

**CS*= 90 pts** (MCQ) **+ 10 pts** (EMQ) **= 100 pts; pts:points**

*Each MCQ has a value of **1** points; each EMQ question has a value of **2** points.

**Abbreviations**

**MCQ:** Multiple Choice Question

**EMQ:** Extending Matching Question

**CE:** Committee Exam

**CS:** Committee Score

**FE:** Final Exam

**ICE:** Incomplete Exam

****39** out of 200 FE and ICE MCQs will be from Committee I (Each question is of worth **0.5** pts).

**COMMITTEE I - INFECTIOUS DISEASES and HEMATOPOIETIC SYSTEM**

**WEEK I / 5 – 9 Oct 2020**

| | Monday<br>5-Oct--2020 | Tuesday<br>6-Oct--2020 | Wednesday<br>7-Oct--2020 | Thursday<br>8-Oct--2020 | Friday<br>9-Oct--2020 |
|---|---|---|---|---|---|
| **09.30- 09.50** | **Introduction to Phase III** | **Lecture**<br>Beneficence and Non-Maleficence<br>E. Vatanoğlu Lutz | **Lecture**<br>Antimicrobial Agents: Mechanisms of Resistance I<br>İ.Ç. Acuner | **Lecture**<br>Laboratory Diagnosis of Infectious Diseases IV<br>İ.Ç. Acuner | **Lecture**<br>ß Lactam Antibiotics I<br>E. Genç |
| **10.00- 10.50** | **Lecture**<br>Laboratory Diagnosis of Infectious Diseases I<br>İ.Ç. Acuner | **Lecture**<br>Transplantation<br>E. Vatanoğlu Lutz | **Lecture**<br>Antimicrobial Agents: Mechanisms of Resistance II<br>İ.Ç. Acuner | **Lecture**<br>Laboratory Diagnosis of Infectious Diseases V<br>İ.Ç. Acuner | **Lecture**<br>ß Lactam Antibiotics II<br>E. Genç |
| **11.00- 11.50** | **Lecture**<br>Laboratory Diagnosis of Infectious Diseases II<br>İ.Ç. Acuner | **Lecture**<br>Principles of Autonomy and Informed Consent<br>E. Vatanoğlu Lutz | **Lecture**<br>Introduction to Antimicrobial Chemotherapy<br>E. Genç | **Lecture**<br>Antimicrobial Agents: Basic Concepts & Principles I<br>İ.Ç. Acuner | **Independent Learning** |
| **12.00- 12.50** | **Lecture**<br>Laboratory Diagnosis of Infectious Diseases III<br>İ.Ç. Acuner | **Lecture**<br>Justice in Medicine<br>E. Vatanoğlu Lutz | **Lecture**<br>Vancomycin & Other Cell Wall Synthesis Inhibitors<br>E. Genç | **Lecture**<br>Antimicrobial Agents: Basic Concepts & Principles II<br>İ.Ç. Acuner | **Independent Learning** |
| **12.50 - 14.00** | **LUNCH BREAK** | | | | |
| **14.00- 14.50** | **Lecture**<br>Case Discussion on Immunity to Infection<br>G. Yanıkkaya Demirel | **Independent Learning** | **Independent Learning** | **Lecture**<br>Public Health and Communicable Diseases-I<br>R.E. Sezer | **Independent Learning** |
| **15.00- 15.50** | **Lecture**<br>Case Discussion on Immunity to Infection<br>G. Yanıkkaya Demirel | **Independent Learning** | **Independent Learning** | **Lecture**<br>Public Health and Communicable Diseases-**II**<br>R.E. Sezer | |
| **16.00- 16.50** | **Independent Learning** | **Independent Learning** | **Independent Learning** | **Independent Learning** | |
| **17.00-17.50** | **Independent Learning** | **Independent Learning** | **Independent Learning** | **Independent Learning** | |

**IL: Independent Learning, CSL: Clinical Skills Learning, YH: Yeditepe University Hospital. Student groups for laboratory/practice sessions will be announced by coordinators.**

**COMMITTEE I - INFECTIOUS DISEASES and HEMATOPOIETIC SYSTEM**
**WEEK II / 12-16 Oct 2020**

| | Monday<br>12-Oct--2020 | Tuesday<br>13-Oct--2020 | Wednesday<br>14-Oct--2020 | Thursday<br>15-Oct--2020 | Friday<br>16-Oct--2020 |
|---|---|---|---|---|---|
| **09.00- 09.50** | **Lecture**<br>Introduction to Clinical Oncology<br>O. Kuzhan | **Lecture**<br>Hospital Infection<br>M. Sönmezoğlu | **Lecture**<br>Planning Medical Studies I<br>Ç. Altunok | **Lecture**<br>Occupational Health Hazards I<br>M. Sönmezoğlu | **Lecture**<br>Aminoglycosides<br>E. Genç |
| **10.00- 10.50** | **Lecture**<br>Pathophysiology of Infectious Diseases I<br>M. Kaçar | **Lecture**<br>Febril Neutropenia<br>M. Sönmezoğlu | **Lecture**<br>Planning Medical Studies II<br>Ç. Altunok | **Lecture**<br>Occupational Health Hazards II<br>M. Sönmezoğlu | **Lecture**<br>Sulfonamides, Chloramphenicol & Tetracyclines<br>E. Genç |
| **11.00- 11.50** | **Lecture**<br>Pathophysiology of Infectious Diseases II<br>M. Kaçar | **Lecture**<br>Bacterial and Viral Skin & Soft Tissue Infections<br>M. Sönmezoğlu | **Lecture**<br>Research Design<br>Ç. Altunok | **Lecture**<br>Vaccines<br>M. Sönmezoğlu | **Lecture**<br>Prevention and Control of Communicable Diseases I<br>R.E. Sezer |
| **12.00- 12.50** | **Lecture**<br>Pathophysiology of Infectious Diseases III<br>M. Kaçar | **Lecture**<br>Infections in Immuncompromised Host<br>M. Sönmezoğlu | **Lecture**<br>Antimycobacterial Drugs<br>E. Genç | **Lecture**<br>Pathology of Mycobacterial Infections<br>A. Sav | **Lecture**<br>Prevention and Control of Communicable Diseases II<br>R.E. Sezer |
| **12.50 – 14.00** | **LUNCH BREAK** | | | | |
| **14.00- 14.50** | **Lecture**<br>Zoonotic Diseases I<br>M. Sönmezoğlu | **Lecture**<br>Phytotherapy I<br>E. Yeşilada | **Lecture**<br>Lenforeticular Infections I<br>M. Sönmezoğlu | **Lecture**<br>Transplantation Immunology<br>G. Yanıkkaya Demirel | **Independent Learning** |
| **15.00- 15.50** | **Lecture**<br>Zoonotic Diseases II<br>M. Sönmezoğlu | **Lecture**<br>Phytotherapy II<br>E. Yeşilada | **Lecture**<br>Lenforeticular Infections II<br>M. Sönmezoğlu | **Lecture**<br>Transplantation Immunology<br>G. Yanıkkaya Demirel | |
| **16.00- 16.50** | **Lecture**<br>Fungal and Parasitic Skin and Soft Tissue Infections<br>M. Sönmezoğlu | **Lecture**<br>Phytotherapy III<br>E. Yeşilada | **Lecture**<br>Tuberculosis & Other Mycobacterial Infections I<br>M. Sönmezoğlu | **Lecture**<br>Blood Components and Transfusion Indications<br>M. Sönmezoğlu | |
| **17.00-17.50** | **Independent Learning** | **Independent Learning** | **Lecture**<br>Tuberculosis & Other Mycobacterial Infections II<br>M. Sönmezoğlu | **Lecture**<br>Blood Groups<br>M. Sönmezoğlu | |

**COMMITTEE I - INFECTIOUS DISEASES and HEMATOPOIETIC SYSTEM**
**WEEK III / 19-23 Oct 2020**

<table>
<tr><th></th><th>Monday<br>19-Oct--2020</th><th>Tuesday<br>20-Oct--2020</th><th>Wednesday<br>21-Oct--2020</th><th>Thursday<br>22-Oct--2020</th><th>Friday<br>23-Oct--2020</th></tr>
<tr><td>09.00- 09.50</td><td>Case Discussions<br>Pathology Tissue Response to Infections<br>A. Sav</td><td>ICP<br>(Ear-Nose-Throat Examination)<br>Z. Alkan / S. Özdemir</td><td>Lecture<br>Introduction to Clinical Oncology I<br>O. Kuzhan</td><td colspan="4">Independent Learning</td><td>Independent Learning</td></tr>
<tr><td>10.00- 10.50</td><td>Case Discussions<br>General Rewiev of Pathology of Infections Disease<br>A. Sav</td><td rowspan="2">Group A IL</td><td rowspan="2">Group B IL</td><td rowspan="2">Group C<br>Small Group Study<br>SRPC</td><td rowspan="2">Group D ICP</td><td>Lecture<br>Introduction to Clinical Oncology II<br>O. Kuzhan</td><td colspan="4">ICP<br>(Ear-Nose-Throat Examination)<br>Z. Alkan / S. Özdemir</td><td>ICP<br>(Ear-Nose-Throat Examination)<br>Z. Alkan /<br>S. Özdemir</td></tr>
<tr><td rowspan="2">11.00- 11.50</td><td colspan="2">Microbiology Laboratory<br>(DiagnosticTests of Respiratory Specimens)<br>Microbiology Instructors</td><td rowspan="2">Lecture<br>Treatment Approaches of Cancer<br>O. Kuzhan</td><td rowspan="2">Group A ICP</td><td rowspan="2">Group B<br>Small Group Study<br>SRPC</td><td rowspan="2">Group C IL</td><td rowspan="2">Group D IL</td><td rowspan="2">Group A<br>Small Group Study<br>SRPC</td><td rowspan="2">Group B ICP</td><td rowspan="2">Group C IL</td><td rowspan="2">Group D IL</td></tr>
<tr><td>Group A IL</td><td>Group B IL</td><td>Group D</td><td>Group C IL</td></tr>
<tr><td>12.00- 12.50</td><td>Group D IL</td><td>Group C</td><td>Lecture<br>Laboratory Diagnosis of Infectious Diseases VI (Advancements in Diagnostic Microbiology)<br>İ. Ç. Acuner</td><td>Lecture<br>Emergency Evaluation of Sepsis and Septic Shock<br>M. F. Çelikmen</td></tr>
<tr><td>12.50- 14.00</td><td colspan="5">LUNCH BREAK</td></tr>
<tr><td>14.00- 14.50</td><td colspan="2">ICP<br>(Ear-Nose-Throat Examination)<br>Z. Alkan / S. Özdemir</td><td>Lecture<br>Antiprotozoal Drugs<br>E. N. Özdamar</td><td>Independent Learning</td><td colspan="2">Lecture<br>Antianemic Drugs<br>E. Genç</td><td>Independent Learning</td></tr>
<tr><td>15.00- 15.50</td><td rowspan="2">Group A IL</td><td rowspan="2">Group B IL</td><td rowspan="2">Group C ICP</td><td rowspan="2">Group D<br>Small Group Study<br>SRPC</td><td>Lecture<br>Immunomodulators<br>E. N. Özdamar</td><td>Independent Learning</td><td colspan="2">Lecture<br>Antihelminthic Drugs<br>E. Genç</td><td>Independent Learning</td></tr>
<tr><td>16.00- 16.50</td><td>Lecture<br>Approach to the Pediatric Patient with Fever<br>P. Saf</td><td>Independent Learning</td><td colspan="2">Lecture<br>Pathology of Viral Infections I<br>A. Sav</td><td>Independent Learning</td></tr>
<tr><td>17.00-17.50</td><td colspan="3">Independent Learning</td><td>Independent Learning</td><td colspan="2">Lecture<br>Pathology of Viral Infections II<br>A. Sav</td><td>Independent Learning</td></tr>
</table>

**COMMITTEE I - INFECTIOUS DISEASES and HEMATOPOIETIC SYSTEM**
**WEEK IV / 26-30 Oct 2020**

<table>
<tr><th></th><th>Monday<br>26-Oct--2020</th><th>Tuesday<br>27-Oct--2020</th><th>Wednesday<br>28-Oct--2020</th><th>Thursday<br>29-Oct--2020</th><th>Friday<br>30-Oct--2020</th></tr>
<tr><td>09.00- 09.50</td><td>Independent Learning</td><td>Lecture<br>Non/Hodgkin's Lymphoma I<br>Lecturer</td><td>Lecture<br>Pathology of Myeloproliferative Diseases I<br>Lecturer</td><td rowspan="4">NATIONAL HOLIDAY</td><td>Lecture<br>Introduction to the Course I<br>E. Vatanoğlu Lutz</td></tr>
<tr><td>10.00- 10.50</td><td>Lecture<br>Pathology of Bone Marrow-1<br>Lecturer</td><td>Lecture<br>Non/Hodgkin's Lymphoma II<br>Lecturer</td><td>Lecture<br>Pathology of Myeloproliferative Diseases II<br>Lecturer</td><td>Lecture<br>Introduction to the Course II<br>E. Vatanoğlu Lutz</td></tr>
<tr><td>11.00- 11.50</td><td>Lecture<br>Pathology of Bone Marrow-2<br>Lecturer</td><td>Lecture<br>Hematostatic Drugs and Hematostatic Blood Products I<br>E. Genç</td><td>Lecture<br>Lymphoreactive Disease<br>Lecturer</td><td>Lecture<br>Physician-Patient Relationship<br>E. Vatanoğlu Lutz</td></tr>
<tr><td>12.00- 12.50</td><td>Lecture<br>Hodgkin’s Lymphoma<br>Lecturer</td><td>Lecture<br>Hematostatic Drugs and Hematostatic Blood Products II<br>E. Genç</td><td>Lecture<br>Pathology of Spleen<br>Lecturer</td><td>Lecture<br>Confidentiality and Truthfulness<br>E. Vatanoğlu Lutz</td></tr>
<tr><td>12.50 – 14.00</td><td colspan="5">LUNCH BREAK</td></tr>
<tr><td>14.00- 14.50</td><td>Lecture<br>Introduction to Anemias in Childhood<br>S. Kemahlı</td><td colspan="3">Microbiology Laboratory<br>(Antibacterial Susceptibility Testing)<br>Microbiology Instructors</td><td rowspan="3">NATIONAL HOLIDAY</td><td rowspan="3">NATIONAL HOLIDAY</td><td rowspan="2">Microbiology Laboratory<br>(Antibacterial Susceptibility Testing)<br>Microbiology Instructors</td></tr>
<tr><td>15.00- 15.50</td><td>Lecture<br>Introduction to Hemolytic Anemias Thalassemias and Hemoglobinopathies (Sickle Cell Anemia and Others)<br>S. Kemahlı</td><td>Group A</td><td>Grpup B IL</td><td>Group C IL</td><td>Group D IL</td><td rowspan="2">Group A IL</td><td rowspan="2">Grpup B IL</td><td>Group C</td><td>Group D IL</td></tr>
<tr><td>16.00- 16.50</td><td>Lecture<br>Hemophilia and other Coagulopathies in Childhood<br>S. Kemahlı</td><td>Group A IL</td><td>Grpup B</td><td>Group C IL</td><td>Group D</td></tr>
<tr><td>17.00-17.50</td><td>Independent Learning</td><td colspan="4">Independent Learning</td><td colspan="4">Independent Learning</td></tr>
</table>

**COMMITTEE I - INFECTIOUS DISEASES and HEMATOPOIETIC SYSTEM**
**WEEK V / 2-6 Nov 2020**

| | Monday<br>2-Nov-2020 | Tuesday<br>3-Nov-2020 | Wednesday<br>4-Nov-2020 | Thursday<br>5-Nov-2020 | Friday<br>6-Nov-2020 |
|---|---|---|---|---|---|
| **09.00- 09.50** | **Lecture**<br>Transhumanisms and Ethics<br>E. Vatanoğlu Lutz | **Lecture**<br>Myeloproliferative Diseases<br>A. Özkan | **Lecture**<br>Plasma Cell Dyscrasias<br>A. Özkan | **Lecture**<br>Quantitative and Qualitative Platelet Disorders<br>A. Özkan | **Lecture**<br>Semiology-I<br>M. Sönmezoğlu |
| **10.00- 10.50** | **Lecture**<br>Ethics of the Future/Future of Ethics<br>E. Vatanoğlu Lutz | **Lecture**<br>Chronic Leukemia<br>A. Özkan | **Lecture**<br>Hypercoagulability<br>A. Özkan | **Lecture**<br>Approach to the Patient with Anemia and Laboratory Tests in Diagnosis with Anemia<br>A. Özkan | **Lecture**<br>Semiology-II<br>M. Sönmezoğlu |
| **11.00- 11.50** | **Lecture**<br>Bioethics<br>E. Vatanoğlu Lutz | **Lecture**<br>Aplastic and Hypoplastic Anemias<br>A. Özkan | **Lecture**<br>Immune Acquired Hemolytic Anemias / Non-Immune Acquired Hemolytic Anemias<br>A. Özkan | **Lecture**<br>Lymphoma<br>A. Özkan | **Lecture**<br>Parasitic Infections I<br>M. Sönmezoğlu |
| **12.00- 12.50** | **Lecture**<br>Responsible Biomedical Research<br>E. Vatanoğlu Lutz | **Lecture**<br>Nutritional Anemias<br>A. Özkan | **Lecture**<br>Introduction to the Program of Family Medicine<br>G. İzbırak | **Lecture**<br>Acute Leukemias<br>A. Özkan | **Lecture**<br>Parasitic Infections II<br>M. Sönmezoğlu |
| **12.50 – 14.00** | **LUNCH BREAK** | | | | |
| **14.00- 14.50** | **Lecture**<br>Ethics of Publication<br>E. Vatanoğlu Lutz | **Lecture**<br>Pathophysiology of Hematopoietic System Disorders I<br>M. Kaçar | **Lecture**<br>Immunodeficiencies<br>G. Yanıkkaya Demirel | **Lecture**<br>Molecular Basis of Hemoglobinopathies<br>A. Ç. Kuşkucu | **Lecture**<br>How to Write a Project Report?<br>B. Yılmaz / H. Taşyıkan |
| **15.00- 15.50** | **Microbiology Laboratory**<br>(Diagnostic tests of respiratory specimens)<br>Microbiology Instructors | **Lecture**<br>Pathophysiology of Hematopoietic System Disorders II<br>M. Kaçar | **Lecture**<br>Immunodeficiencies<br>G. Yanıkkaya Demirel | **Lecture**<br>Inherited Immune System Disorders<br>A. Ç. Kuşkucu | **Lecture**<br>Scientific Career and Preparation of CV<br>B. Yılmaz / H. Taşyıkan |
| **16.00- 16.50** | **Group A** / **Group B IL** / **Group C IL** / **Group D IL** | **Lecture**<br>Pathophysiology of Hematopoietic System Disorders III<br>M. Kaçar | **Lecture**<br>Introduction to Clinical Genetics<br>A. Ç. Kuşkucu | **Lecture**<br>Genetics of Oncology I<br>A.Ç. Kuşkucu | **Independent Learning** |
| **17.00-17.50** | **Group A IL** / **Group B** / **Group C IL** / **Group D IL** | **Independent Learning** | **Independent Learning** | **Lecture**<br>Genetics of Oncology II<br>A.Ç. Kuşkucu | **Independent Learning** |

**COMMITTEE I - INFECTIOUS DISEASES and HEMATOPOIETIC SYSTEM**
**WEEK VI / 9-13 Nov 2020**

| | Monday<br>9-Nov-2020 | Tuesday<br>10-Nov-2020 | Wednesday<br>11-Nov-2020 | Thursday<br>12-Nov-2020 | Friday<br>13-Nov-2020 |
|---|---|---|---|---|---|
| **09.00- 09.50** | **Lecture**<br>Antimalarial Drugs<br>E. N. Özdamar | **Commemoration of Atatürk** | **Lecture**<br>Macrolides<br>E. N. Özdamar | **Lecture**<br>Pharmacological Basis of Cancer Therapy I<br>E. N. Özdamar | **Independent Learning** |
| **10.00- 10.50** | **Lecture**<br>Quinolones<br>E. N. Özdamar | | **Lecture**<br>Antiviral Drugs<br>E. N. Özdamar | **Lecture**<br>Pharmacological Basis of Cancer Therapy II<br>E. N. Özdamar | **Independent Learning** |
| **11.00- 11.50** | **Lecture**<br>Investigation of a Disease Epidemic I<br>H.A.Taşyıkan | | **Lecture**<br>Antifungal Drugs<br>E. N. Özdamar | **Multidisciplinary Case Discussion Panel** | **Independent Learning** |
| **12.00- 12.50** | **Lecture**<br>Investigation of a Disease Epidemic II<br>H.A.Taşyıkan | | **Lecture**<br>Antiseptics and Disinfectants<br>E. N. Özdamar | **Multidisciplinary Case Discussion Panel** | **Independent Learning** |
| **12.50 – 14.00** | **LUNCH BREAK** | | | | |
| **14.00- 14.50** | **Lecture**<br>Epidemiology of Communicable Diseases I<br>H.A.Taşyıkan | **Commemoration of Atatürk** | **Independent Learning** | **Independent Learning** | **Independent Learning** |
| **15.00- 15.50** | **Lecture**<br>Epidemiology of Communicable Diseases II<br>H.A.Taşyıkan | | **Independent Learning** | **Independent Learning** | **Independent Learning** |
| **16.00- 16.50** | **Independent Learning** | | **Independent Learning** | **Independent Learning** | **Independent Learning** |
| **17.00-17.50** | **Independent Learning** | | **Independent Learning** | **Independent Learning** | **Independent Learning** |

**COMMITTEE I - INFECTIOUS DISEASES and HEMATOPOIETIC SYSTEM**
**WEEK VII / 16-20 Nov 2020**

| | Monday<br>16-Nov-2020 | Tuesday<br>17-Nov-2020 | Wednesday<br>18-Nov-2020 | Thursday<br>19-Nov-2020 | Friday<br>20-Nov-2020 |
|---|---|---|---|---|---|
| 09.00- 09.50 | Independent Learning | Independent Learning | Independent Learning | Independent Learning | Independent Learning |
| 10.00- 10.50 | | | | | |
| 11.00- 11.50 | | | | | |
| 12.00- 12.50 | | | | | |
| 13.00 – 14.00 | LUNCH BREAK | | | | |
| 14.00- 14.50 | Independent Learning | Independent Learning | Independent Learning | Independent Learning | COMMITTEE EXAM |
| 15.00- 15.50 | | | | | |
| 16.00- 16.50 | | | | | |
| 17.00-17.50 | | | | | **Program Evaluation Session**<br>Committee I<br>Coordination Committee Members |

## COMMITTEE II - CARDIOVASCULAR & RESPIRATORY SYSTEMS

### DISTRIBUTION of LECTURE HOURS
### November 23, 2020 –January 8, 2021
### COMMITTEE DURATION: 7 WEEKS

| MED 302 | INTRODUCTION to CLINICAL SCIENCES | ABB. | THEO. | PRAC. | LAB/CSL | DISCUSSION | TOTAL |
|---|---|---|---|---|---|---|---|
| DISCIPLINE | PHARMACOLOGY | PC | 25 | | | | **25** |
| | PATHOLOGY | PT | 24 | 1x3=3 (2 Groups) | | | **27** |
| | CHEST MEDICINE | CHM | 18 | | | | **18** |
| | CARDIOLOGY | CRD | 14 | | | | **14** |
| | PUBLIC HEALTH | PH | 8 | | | | **8** |
| | PATHOPHYSIOLOGY | PP | 7 | | | | **7** |
| | INFECTIOUS DISEASES & MEDICAL MICROBIOLOGY | IDCM | 5 | | | | **5** |
| | BIOMEDICAL ETHICS & DEONTOLOGY | BED | 4 | | | | **4** |
| | ENT DISEASES | ENT | 4 | | | | **4** |
| | BIOISTATISTICS | BS | 3 | | | | **3** |
| | THORACIC SURGERY | TS | 3 | | | | **3** |
| | FAMILY MEDICINE | FM | 4 | | | | **4** |
| | PEDIATRICS | PED | 2 | | | | **2** |
| | MEDICAL GENETICS | MG | 2 | | | | **2** |
| | EMERGENCY MEDICINE | EM | 2 | | | | **2** |
| | IMMUNOLOGY | IMM | 2 | | | | **2** |
| | RADIOLOGY | RAD | 1 | | | | **1** |
| | INTERDISCIPLINARY | MCDP | | | | 2 | **2** |
| | **TOTAL** | | **128** | 3 | | 2 | **133** |
| | **OTHER COURSES** | | | | | | |
| | SCIENTIFIC RESEARCH and PROJECT COURSE-III | SRPC | | | | 2x2=4 (4 Groups) | **4** |
| **MED 303** | INTRODUCTION to CLINICAL PRACTICE III | ICP III | | | 2x3=6 (4 Groups) | | **6** |
| **TOTAL** | | | **128** | **3** | **6** | **6** | **143** |
| | **INDEPENDENT LEARNING** | | | | | | **98** |

### Coordination Committee

| | |
|---|---|
| **HEAD** | Ferda Özkan, MD, Prof. |
| **SECRETARY** | Banu Musaffa Salepçi, Assoc. Prof. |
| **MEMBER** | Müzeyyen Doğan, MD, Assoc. Prof. |
| **MEMBER** | Mustafa Aytek Şimşek, MD, Assist. Prof. |
| **MEMBER** | Emine Nur Özdamar, MD, Assist. Prof. |

## COMMITTEE II - CARDIOVASCULAR & RESPIRATORY SYSTEMS
## LECTURERS

| MED 302 INTRODUCTION to CLINICAL SCIENCES | |
|---|---|
| **DISCIPLINE** | **LECTURERS** |
| PHARMACOLOGY | Ece Genç, PhD, Prof.<br>Emine Nur Özdamar, MD, Asst. Prof. |
| PATHOLOGY | Aydın Sav, MD, Prof.<br>Ferda Özkan, MD, Prof. |
| CHEST MEDICINE | Emine Sevda Özdoğan, MD, Prof.<br>Banu Musaffa Salepçi, MD, Assoc. Prof. |
| CARDIOLOGY | Muzaffer Değertekin, MD, Prof.<br>Olcay Özveren, MD, Assoc. Prof.<br>Kartal Emre Aslanger MD, Assoc. Prof.<br>AyçaTürer Cabbar, MD, Assist. Prof.<br>Mustafa Aytek Şimşek, MD, Assist. Prof.<br>Burak Hünük ,MD, Assist. Prof. |
| PUBLIC HEALTH | Recep Erol Sezer, MD, Prof.<br>Hale Arık Taşyıkan, MD, Assist. Prof. |
| BIOMEDICAL ETHICS & DEONTOLOGY | Elif Vatanoğlu Lutz, MD, Assoc. Prof. |
| PATHOPHYSIOLOGY | Mehtap Kaçar, MD, Assoc. Prof. |
| INFECTIOUS DISEASES & MEDICAL MICROBIOLOGY | Meral Sönmezoğlu, MD, Prof. |
| EAR- NOSE -THROAT (ENT) | Yavuz Selim Pata, MD, Prof.<br>Müzeyyen Doğan, MD, Assoc. Prof. |
| THORACIC SURGERY | Sina Ercan, MD, Prof. |
| FAMILY MEDICINE | Güldal İzbırak, MD, Assoc.Prof.<br>Özlem Tanrıöver, MD, Prof. |
| PEDIATRICS | Hülya Sarıçoban, MD, Assoc. Prof.<br>Fatma Tuba Coşkun, MD |
| MEDICAL GENETICS | Ayşegül Çınar Kuşkucu, MD, Asst. Prof. |
| RADIOLOGY | Ayşegül Görmez, MD. |
| EMERGENCY MEDICINE | Merve Ekşioğlu, MD.<br>Mustafa Yazıcıoğlu, MD, Assist. Prof. |
| BIOSTATISTICS | Çiğdem Altunok, PhD, Assist. Prof |
| IMMUNOLOGY | Gülderen Yanıkkaya Demirel, MD, Phd, Prof. |
| **OTHER COURSES** | |
| **DISCIPLINE** | **LECTURERS** |
| SCIENTIFIC RESEARCH and PROJECT COURSE-III | Bayram Yılmaz, PhD, Prof.<br>Hale Arık Taşyıkan, MD, Assist Prof. |

| MED 303 INTRODUCTION to CLINICAL PRACTICE III | |
|---|---|
| **DISCIPLINE** | **LECTURERS** |
| CLINICAL SKILLS LAB | Banu Musaffa Salepçi, MD, Assoc. Prof.<br>Olcay Özveren, MD, Assoc. Prof.<br>Tuğhan Utku, MD, Assoc. Prof.<br>Burak Hünük, MD, Assoc. Prof.<br>Ayça Türer Cabbar, MD, Assist. Prof.<br>Mustafa Aytek Şimşek, MD, Assist. Prof.<br>Ferda Kartufan, MD, Assist. Prof.<br>Seha Akduman, MD, Assist. Prof. |

## COMMITTEE II - CARDIOVASCULAR and RESPIRATORY SYSTEMS
## AIMS and LEARNING OBJECTIVES

**AIMS**

***In evidence based manner,***

1. ***to remind*** knowledge on anatomy, histology and physiology of cardiovascular and respiratory systems,
2. ***to convey*** knowledge on etiopathogenesis of clinical conditions which are frequent in community and/or pose high risk for individual or community health, and/or life-threatening or constitute an emergency related to cardiovascular and respiratory systems,
3. ***to convey*** knowledge on epidemiology of clinical conditions which are frequent in community and/or pose high risk for individual or community health, and/or life-threatening or constitute an emergency related to cardiovascular and respiratory systems,
4. ***to convey*** necessary knowledge on prevention of clinical conditions, and protection or improvement of health against those clinical conditions related to cardiovascular and respiratory systems,
5. ***to convey*** knowledge on mechanisms of occurrence for frequently encountered clinical complaints, symptoms, signs and findings in clinical conditions which are frequent in community and/or pose high risk for individual or community health, and/or life-threatening or constitute an emergency related to cardiovascular and respiratory systems,
6. ***to convey*** necessary knowledge together **with performance measures** on health care processes, clinical decision making process, clinical decisions and clinical practices required for managing clinical conditions related to cardiovascular and respiratory systems, which are frequent in community and/or pose high risk for individual or community health, and/or life-threatening or constitute an emergency, **at the level of primary health care service,**
7. ***to convey*** knowledge on principles of prescription,
8. ***to convey*** necessary knowledge on pharmacology of drugs effective on cardiovascular system,
9. ***to convey*** necessary knowledge on radiation physics and biology and its use in oncology,
10. ***to convey*** necessary knowledge on ethical problems encountered in health care service and utilization, and on principles of solutions,
11. ***to convey*** knowledge on principles of biostatistical analysis,
12. **to equip with basic and advanced clinical skills** (advanced cardiac life support-C2, approach to patient with cardiovascular clinical condition-C2) required at primary health care service level.

**LEARNING OBJECTIVES**

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

1.0.***recall*** anatomy, histology and physiology of cardiovascular and respiratory systems,

2.0.***explain*** etiopathogenesis of clinical conditions (*upper respiratory tract problems, nasal obstruction, etc.-, infectious clinical conditions with upper and lower respiratory tract and lung involvement - pneumonia, tuberculosis, etc., circulatory lung disorders -pulmonary embolism, etc.-, obstructive/restrictive lung diseases, respiratory insuffiency, tobacco use, lung tumors,other lung diseases; diseases of coronary circulation and coronary arteries, diseases of cardiac valves, myocardial and pericardial diseases, blood stream infections and sepsis, cardiac problems in adults and children, mediastinal diseases, nasopharyngeal and oropharyngeal diseases, nasal and paranasal sinus diseases, diseases of middle ear and eustachian tube, laryngeal diseases, voice disorders*) which are frequent in community and/or pose high risk for individual or community health, and/or life-threatening or constitute an emergency related to cardiovascular and respiratory systems,

3.0.***explain*** epidemiology of clinical conditions which are frequent in community and/or pose high risk for individual or community health, and/or life-threatening or constitute an emergency related to cardiovascular and respiratory systems,

4.0.***explain*** prevention of clinical conditions, and protection or improvement of health against those clinical conditions related to cardiovascular and respiratory systems,

5.0.***describe*** mechanisms of occurrence for frequently encountered clinical complaints, symptoms, signs and findings in clinical conditions which are frequent in community and/or pose high risk for individual or community health, and/or life-threatening or constitute an emergency related to cardiovascular and respiratory systems,

6.0.at multi-system level and/or related to cardiovascular and respiratory systems,

- for healthy conditions in an individual or community with a request against clinical conditions that pose risks,
- in an individual with clinical complaint, symptom, sign or laboratory/imaging finding or in a community,
- for clinical conditions which are frequent in community and/or pose high risk for individual or community health, and/or life-threatening or constitute an emergency,

***explain*** in an evidence-based manner and together with performance measures from the aspects of reliability, practicality and outcomes, health care processes, clinical decision making process, clinical decisions and clinical practices

- which are required for management at primary health care service level:

6.1. practice of history taking and physical examination (cardiovascular, pulmonary)

6.2. evaluation of emergency case (dyspnea)

6.3. approach to healthy individual or patient (cardiovascular disease, chest pain, cough and hemoptysis, dyspnea)

6.4. laboratory tests/examinations (cardiac markers-, coagulation tests-, blood gases-, pulmonary function tests)

6.5. imaging tests/examinations (radionuclide ventriculography, myocardial scintigraphy, cardiac PET, ventilation/perfusion scintigraphyi, PET in lung cancer)

6.6. point of care testing (urine strip/dipstick test)

6.7. making preliminary diagnosis or definitive diagnosis decision

6.8. making non-intervention or intervention decision

6.9. practicing non-intervention or intervention

6.10. referral/transport of healthy individual or patient

7.0.***define*** radiation physics, biology and its use in oncology,

8.0.***explain*** implementation of hypertension treatment guidelines,

9.0.***explain*** pharmacology of drugs effective on cardiovascular system (autonomic system pharmacology, renin-angiotensin system pharmacology, calcium channel blockers, pharmacological approach to ischemic and congestive cardiovascular conditions, drugs effecting body fluids and volume, anti-hypertension drugs, hypolipidemic drugs, antiarrhythmic drugs, antiplatelet, antithrombotic and thrombolytic drugs, drugs used in the treatment of asthma and chronic obstructive pulmonary disease, antitussive, expectorant and surfactant drugs),

10.0 explain genetics of cardiovascular and respiratory system,

11.0.***explain*** ethical problems (rejection of treatment, organ transplantation, paternalism, reproductive and negative rights),

12.0.***explain*** principles of biostatistical analysis,

13.0.***perform*** basic clinical skills, practiced on phantom models (advanced cardiac life support), and advanced clinical skills, practiced on simulated/standardized patients (approach to patient with cardiovascular clinical condition), required at primary health care service.

## COMMITTEE II - CARDIOVASCULAR and RESPIRATORY SYSTEMS
## COMMITTEE ASSESSMENT MATRIX

| **PHASE III**<br>**COURSE:** MED 302 INTRODUCTION to CLINICAL SCIENCES<br>**COURSE COMPONENT:** COMMITTEE II - CARDIOVASCULAR & RESPIRATORY SYSTEMS | | | | | | |
|---|---|---|---|---|---|---|
| **QUESTION DISTRIBUTION TABLE** | | | | | | |
| **LEARNING OBJECTIVE** | **DISCIPLINE** | **LECTURER/ INSTRUCTOR** | **NUMBER of QUESTIONS (MCQ)** | | | |
| | | | **CE** | **FE** | **IE** | **Total** |
| 8.0.,9.0 | PC | E. Genç<br>E. N. Özdamar | 17 | 8 | 8 | 33 |
| 1.0.,2.0 | PT | F. Özkan<br>A. Sav | 17 | 7 | 7 | 31 |
| 1.0.,2.0.,5.0.,6.0-6.10 | CHM | E. S. Özdoğan<br>B. Salepçi | 12 | 6 | 6 | 24 |
| 1.0.,2.0.,5.0.,6.0-6.10 | CRD | M.Degertekin<br>O. Özveren<br>K. E Aslanger<br>A. Cabbar<br>B. Hünük<br>M.A. Şimşek | 11 | 4 | 4 | 19 |
| 3.0.,4.0 | PH | R.E. Sezer<br>H.A.Taşyıkan | 6 | 2 | 2 | 10 |
| 2.0.,5.0 | PP | M. Kaçar | 5 | 2 | 2 | 9 |
| 2.0.,5.0.,6.0, 6,4 | IDCM | M. Sönmezoğlu | 3 | 2 | 2 | 7 |
| 11.0 | BED | E. Vatanoğlu Lutz | 3 | 1 | 1 | 5 |
| 1.0.,2.0.,5.0.,6.0 | ENT | M. Doğan<br>Y. Selim Pata | 3 | 1 | 1 | 5 |
| 12.0 | BS | Ç. Altunok | 2 | 1 | 1 | 4 |
| 6.3 | TS | S. Ercan | 2 | 1 | 1 | 4 |
| 1.0.,2.0.,5.0.,6.0, 6.10 | FM | G.Izbırak<br>Ö. Tanrıöver | 2 | 1 | 1 | 4 |
| 2.0.,5.0, 6.3 | PED | H. Sarıçoban<br>T. Coşkun | 2 | 1 | 1 | 4 |
| 10.0 | MG | A.Ç. Kuşkucu | 2 | 1 | 1 | 4 |
| 6.2 | EM | M. Ekşioğlu<br>M. Yazıcıoğlu | 1 | 1 | 1 | 3 |
| 2.0.,5.0 | IMM | G.Y. Demirel | 1 | 1 | 1 | 3 |
| 6.5 | RAD | A. Görmez | 1 | 0 | 0 | 1 |
| **TOTAL** | | | **90** | **40** | **40** | **170** |
| **LEARNING OBJECTIVE** | **FACULTY DEPARTMENT** | **LECTURER/INSTRUCTOR** | **NUMBER of QUESTIONS (EMQ)** | | | |
| | | | **CE** | **FE** | **IE** | **Total** |
| 1.0.,2.0.,5.0.,6.0-6.10 | CHM | B. Salepçi | 1 | - | - | 1 |
| 1.0.,2.0 | PT | F. Özkan | 2 | - | - | 2 |
| 8.0.,9.0 | CRD | M. Değertekin | 2 | - | - | 2 |
| | | **TOTAL** | **5** | **-** | **-** | **5** |

**CS*= 90 pts** (MCQ) **+ 10 pts** (EMQ) **= 100 pts; pts:points**

*Each MCQ has a value of **1** points; each EMQ question has a value of **2** points.

**Abbreviations**

**MCQ:** Multiple Choice Question
**EMQ:** Extending Matching Question
**CE:** Committee Exam
**CS:** Committee Score
**FE:** Final Exam
**ICE:** Incomplete Exam
****41** out of 200 FE and ICE MCQs will be from Committee II (Each question is of worth **0.5** pts).

**COMMITTEE II - CARDIOVASCULAR and RESPIRATORY SYSTEMS**
**WEEK I / 23 - 27 Nov 2020**

| | Monday<br>23-Nov-2020 | Tuesday<br>24-Nov-2020 | Wednesday<br>25-Nov-2020 | Thursday<br>26-Nov-2020 | Friday<br>27-Nov-2020 |
|---|---|---|---|---|---|
| **09.00- 09.50** | **Independent Learning** | **Lecture**<br>General Signs and Principal Symptoms in Cardiovascular System Diseases<br>K. E. Aslanger | Coronary Artery Disease I<br>M. Değertekin | **ICP-CSL**<br>(Advanced Cardiac Life Support)<br>F. Kartufan / T. Utku | **Independent Learning** |
| **10.00- 10.50** | **Independent Learning** | **Lecture**<br>Examination of the Heart<br>K. E. Aslanger | **Lecture**<br>Coronary Artery Disease II<br>M. Değertekin | **Group A** Small Group Study SRPC / **Group B ICP** / **Group C IL** / **Group D IL** | **Independent Learning** |
| **11.00- 11.50** | **Independent Learning** | **Lecture**<br>Hypertension<br>M. A. Şimşek | **Lecture**<br>Acetylcholinesterase Inhibitors<br>E. Genç | | **Independent Learning** |
| **12.00- 12.50** | **Independent Learning** | **Lecture**<br>Pericardial Diseases<br>M. A. Şimşek | **Lecture**<br>Acetylcholine and Directly Acting Parasympathomimetic Drugs<br>E. Genç | **Independent Learning** | **Independent Learning** |
| **12.50 - 14.00** | **LUNCH BREAK** | | | | |
| **14.00- 14.50** | **Lecture**<br>Hypertension Treatment Guidelines<br>E. N. Özdamar | **Lecture**<br>Pathophysiology of Cardiovascular System Disorders I<br>M. Kaçar | **Independent Learning** | **Lecture**<br>Parasympatholitic Drugs<br>E. Genç | **ICP-CSL**<br>(Advanced Cardiac Life Support)<br>F. Kartufan / T. Utku |
| **15.00- 15.50** | **Lecture**<br>Anti-hypertensive Drugs I<br>E. N. Özdamar | **Lecture**<br>Pathophysiology of Cardiovascular System Disorders II<br>M. Kaçar | **Independent Learning** | **Lecture**<br>Sympathomimetic Drugs: Catecholamines & Noncatecholamines<br>E. Genç | **Group A ICP** / **Group B** Small Group Study SRPC / **Group C IL** / **Group D IL** |
| **16.00- 16.50** | **Lecture**<br>Anti-hypertensive Drugs II<br>E. N. Özdamar | **Lecture**<br>Pathophysiology of Cardiovascular System Disorders III<br>M. Kaçar | **Independent Learning** | **Independent Learning** | |
| **17.00-17.50** | **Independent Learning** | **Lecture**<br>Introduction to Autonomic System Pharmacology<br>E. Genç | **Independent Learning** | **Independent Learning** | **Independent Learning** |

**IL: Independent Learning, CSL: Clinical Skills Learning, YH: Yeditepe University Hospital. Student groups for laboratory/practice sessions will be announced by coordinators.**

**COMMITTEE II - CARDIOVASCULAR and RESPIRATORY SYSTEMS**
**WEEK II / 30 Nov-4 Dec 2020**

| | **Monday**<br>**30-Nov-2020** | **Tuesday**<br>**1-Dec-2020** | **Wednesday**<br>**2-Dec-2020** | **Thursday**<br>**3-Dec-2020** | **Friday**<br>**4-Dec-2020** |
|---|---|---|---|---|---|
| **09.00- 09.50** | **Lecture**<br>Myocardium<br>F. Özkan | **Lecture**<br>Congestive Heart Failure I<br>A. Türer Cabbar | **Lecture**<br>Rheumatic Heart Disease<br>A. Sav | **Independent Learning** | **Lecture**<br>Pathophysiology of Respiratory System Disorders I<br>M. Kaçar |
| **10.00- 10.50** | **Lecture**<br>Ischemic Heart Disease I<br>F. Özkan | **Lecture**<br>Congestive Heart Failure II<br>A. Türer Cabbar | **Lecture**<br>CVS Tumors<br>A. Sav | **Independent Learning** | **Lecture**<br>Pathophysiology of Respiratory System Disorders II<br>M. Kaçar |
| **11.00- 11.50** | **Lecture**<br>Ischemic Heart Disease II<br>F. Özkan | **Lecture**<br>Grown-up Congenital Heart Disease<br>A. Türer Cabbar | **Lecture**<br>Hypersensitivity reactions<br>G. Yanıkkaya Demirel | **Independent Learning** | **Lecture**<br>Pathophysiology of Respiratory System Disorders III<br>M. Kaçar |
| **12.00- 12.50** | **Lecture**<br>Pharmacology of ReninAngiotensin System<br>E. N. Özdamar | **Lecture**<br>Pharmacology Case Studies<br>E. N. Özdamar | **Lecture**<br>Hypersensitivity reactions<br>G. Yanıkkaya Demirel | **Independent Learning** | **Lecture**<br>Pathophysiology of Respiratory System Disorders IV<br>M. Kaçar |
| **12.50 - 14.00** | **LUNCH BREAK** | | | | |
| **14.00- 14.50** | **Lecture**<br>Pathology of Endocardium & Heart Valves I<br>A. Sav | **Lecture**<br>History and Symptoms in Pulmonary Diseases<br>E. S. Özdoğan | **Lecture**<br>Electrocardiography I<br>B. Hünük | **Lecture**<br>Diagnostic Methods in Pulmonary Medicine<br>S. Özdoğan | **Independent Learning** |
| **15.00- 15.50** | **Lecture**<br>Pathology of Endocardium & Heart Valves II<br>A. Sav | **Lecture**<br>Physical Examination and Signs in Pulmonary Diseases<br>E. S. Özdoğan | **Lecture**<br>Electrocardiography II<br>B. Hünük | **Lecture**<br>Clinical Application of Pulmonary Function Tests<br>S. Özdoğan | **Independent Learning** |
| **16.00- 16.50** | **Lecture**<br>Valvular Heart Diseases<br>O. Özveren | **Lecture**<br>Chronic Obstructive Pulmonary Disease<br>E. S. Özdoğan | **Lecture**<br>Cardiac Arrhythmias<br>B. Hünük | **Lecture**<br>Bronchial Hyperreactivity and Asthma<br>S. Özdoğan | **Independent Learning** |
| **17.00-17.50** | **Lecture**<br>Infective Endocarditis and Acute Rheumatic Fever<br>O. Özveren | **Lecture**<br>Adrenergic Receptor Blockers<br>E. Genç | **Lecture**<br>Congenital Heart Disease in Pediatrics<br>T. Çoşkun | **Lecture**<br>Adrenergic Neuron Blockers<br>E. Genç | **Independent Learning** |

**COMMITTEE II - CARDIOVASCULAR and RESPIRATORY SYSTEMS**
**WEEK III / 7-11 Dec 2020**

| | Monday<br>7-Dec-2020 | Tuesday<br>8-Dec-2020 | Wednesday<br>9-Dec-2020 | Thursday<br>10-Dec-2020 | Friday<br>11-Dec-2020 |
|---|---|---|---|---|---|
| **09.00- 09.50** | **Lecture**<br>Diseases of the Nose and Paranasal Sinuses<br>Y. S. Pata | **Lecture**<br>Pulmonary Tuberculosis<br>S. Özdoğan | **Lecture**<br>Pulmonary Infections I<br>F. Özkan | **Lecture**<br>Ethical Issues at the Beginning of Life<br>E. Vatanoğlu Lutz | **ICP-CSL**<br>(Advanced Cardiac Life Support)<br>F. Kartufan / T. Utku |
| **10.00- 10.50** | **Lecture**<br>Nasopharyngeal and Oropharyngeal Diseases<br>Y. S. Pata | **Lecture**<br>Pulmonary Embolism<br>S. Özdoğan | **Lecture**<br>Pulmonary Infections II<br>F. Özkan | **Lecture**<br>Ethical Issues in Paediatrics<br>E. Vatanoğlu Lutz | **Group A IL** / **Group B IL** / **Group C ICP** / **Group D Small Group Study** SRPC |
| **11.00- 11.50** | **Lecture**<br>Atherosclerosis & Hypertension I<br>A. Sav | **Lecture**<br>Special Pulmonary Problems<br>S. Özdoğan | **Lecture**<br>Tracheobronchitis<br>B. Salepçi | **Lecture**<br>Ethics in Intensive Care<br>E. Vatanoğlu Lutz | |
| **12.00- 12.50** | **Lecture**<br>Atherosclerosis & Hypertension II<br>A. Sav | **Lecture**<br>Emergency Evaluation of Dyspnea<br>M. Ekşioğlu | **Lecture**<br>Pneumoniae<br>B. Salepçi | **Lecture**<br>Ethics in Psychiatry<br>E. Vatanoğlu Lutz | **Independent Learning** |
| **12.50 – 14.00** | **LUNCH BREAK** | | | | |
| **14.00- 14.50** | **Lecture**<br>Principals of Statistical Analysis I<br>Ç. Altunok | **Lecture**<br>Laryngeal and Voice Diseases<br>M. Doğan | **Lecture**<br>Chronic Obstructive Pulmonary Diseases<br>F. Özkan | **Lecture**<br>Pulmonary Hypertension<br>B. Salepçi | **ICP-CSL**<br>(Advanced Cardiac Life Support)<br>F. Kartufan / T. Utku |
| **15.00- 15.50** | **Lecture**<br>Principals of Statistical Analysis II<br>Ç. Altunok | **Lecture**<br>Diseases of the Middle Ear and Eustachian Tube<br>M. Doğan | **Lecture**<br>Asthma Bronchiale<br>F. Özkan | **Lecture**<br>Respiratory Failure<br>B. Salepçi | **Group A IL** / **Group B IL** / **Group C Small Group Study** SRPC / **Group D ICP** |
| **16.00- 16.50** | **Independent Learning** | **Independent Learning** | **Lecture**<br>Congenital Lung Anomalies & Atalectasis<br>F. Özkan | **Lecture**<br>Drugs Used in Cardiac Arrythmias I<br>E. N. Özdamar | |
| **17.00-17.50** | **Independent Learning** | **Independent Learning** | **Lecture**<br>Pathology of Upper Respiratory Tract<br>F. Özkan | **Lecture**<br>Drugs Used in Cardiac Arrythmias II<br>E. N. Özdamar | **Independent Learning** |

**COMMITTEE II - CARDIOVASCULAR and RESPIRATORY SYSTEMS**
**WEEK IV / 14-18 Dec 2020**

<table>
<tr><th></th><th>Monday<br>14-Dec-2020</th><th>Tuesday<br>15-Dec-2020</th><th>Wednesday<br>16-Dec-2020</th><th>Thursday<br>17-Dec-2020</th><th>Friday<br>18-Dec-2020</th></tr>
<tr><td>09.00- 09.50</td><td>Independent Learning</td><td>Independent Learning</td><td>Lecture<br>Tumors of the Respiratory System I<br>A. Sav</td><td>Lecture<br>Diuretic Agents I<br>E. N. Özdamar</td><td>Independent Learning</td></tr>
<tr><td>10.00- 10.50</td><td>Independent Learning</td><td>Independent Learning</td><td>Lecture<br>Tumors of the Respiratory System II<br>A. Sav</td><td>Lecture<br>Diuretic Agents II<br>E. N. Özdamar</td><td>Independent Learning</td></tr>
<tr><td>11.00- 11.50</td><td>Independent Learning</td><td>Lecture<br>Drugs Used in the Treatment of Dyslipidemias I<br>E. N. Özdamar</td><td>Lecture<br>Congestive Heart Failure<br>F. Özkan</td><td>Lecture<br>Drugs Used in the Treatment of Angina Pectoris<br>E. N. Özdamar</td><td>Independent Learning</td></tr>
<tr><td>12.00- 12.50</td><td>Independent Learning</td><td>Lecture<br>Drugs Used in the Treatment of Dyslipidemias II<br>E. N. Özdamar</td><td>Lecture<br>Congestive Heart Failure & Pericardium<br>F. Özkan</td><td>Lecture<br>Anticoagulant, Antiplatelet & Thrombolytic drugs<br>E. N. Özdamar</td><td>Independent Learning</td></tr>
<tr><td>12.50 – 14.00</td><td colspan="5">LUNCH BREAK</td></tr>
<tr><td>14.00- 14.50</td><td>ICP-CSL<br>(Examination of Cardiovascular and Respiratory System)<br>O. Özveren / M. A. Şimşek /<br>B. Salepçi / S. Akduman / A. Türer/<br>B. Hünük</td><td>ICP-CSL<br>(Examination of Cardiovascular and Respiratory System)<br>O. Özveren / M. A. Şimşek /<br>B. Salepçi / S. Akduman / A. Türer/<br>B. Hünük</td><td>Lecture<br>Approach to the Patient with Cough and Heameoptysis in Primary Care<br>Ö. Tanrıöver</td><td>Lecture<br>Pathology of Pleural and Mediastinal Diseases<br>A. Sav</td><td rowspan="2">Pathology Laboratory<br>(Cardiovascular and Respiratory Systems)<br>F. Özkan / A. Sav</td></tr>
<tr><td>15.00- 15.50</td><td rowspan="2">Group C<br>ICP<br>Group D<br>Small Group Study<br>SRPC<br>Group A IL<br>Group B IL</td><td rowspan="2">Group C<br>Small Group Study<br>SRPC<br>Group D<br>ICP<br>Group A IL<br>Group B IL</td><td>Lecture<br>Approach to the Patient with Dyspnea in Primary Care<br>Ö. Tanrıöver</td><td>Lecture<br>Tobacco Control and Chronic Non-Communicable Diseases I<br>R.E. Sezer</td></tr>
<tr><td>16.00- 16.50</td><td>Lecture<br>Pediatric Advanced Life Support<br>M. Yazıcıoğlu</td><td>Lecture<br>Tobacco Control and Chronic Non-Communicable Diseases II<br>R.E. Sezer</td></tr>
<tr><td>17.00-17.50</td><td>Independent Learning</td><td>Independent Learning</td><td>Independent Learning</td><td>Lecture<br>Tobacco Control and Chronic Non-Communicable Diseases III<br>R.E. Sezer</td><td>Independent Learning</td></tr>
</table>

**COMMITTEE II - CARDIOVASCULAR and RESPIRATORY SYSTEMS**
**WEEK V / 21-25 Dec 2020**

| | Monday<br>21-Dec-2020 | Tuesday<br>22-Dec-2020 | Wednesday<br>23-Dec-2020 | Thursday<br>24-Dec-2020 | Friday<br>25-Dec-2020 |
|---|---|---|---|---|---|
| **09.00- 09.50** | **Independent Learning** | **Lecture**<br>Bloodstream Invasion & Sepsis I<br>M. Sönmezoğlu | **ICP-CSL**<br>(Examination of Cardiovascular and Respiratory System)<br>O. Özveren / M. A. Şimşek / B. Salepçi / S. Akduman / A. Türer/ B. Hünük | **Independent Learning** | **Independent Learning** |
| **10.00- 10.50** | **Lecture**<br>Respiratory Muscles and Surgical Anatomy of Thorax<br>S. Ercan | **Lecture**<br>Bloodstream Invasion & Sepsis II<br>M. Sönmezoğlu | **Group C IL** / **Group D IL** / **Group B ICP** / **Group A Small Group Study** SRPC | **Independent Learning** | **Independent Learning** |
| **11.00- 11.50** | **Lecture**<br>Surgical Disorders of Mediastinum and the Diaphragm<br>S. Ercan | **Lecture**<br>Cardiac Infections<br>M. Sönmezoğlu | | **Independent Learning** | **Independent Learning** |
| **12.00- 12.50** | **Lecture**<br>Surgical Treatment of Pulmonary Diseases<br>S. Ercan | **Lecture**<br>Approach to Patient with Chest Pain in Primary Care I<br>G. İzbırak | **Independent Learning** | **Independent Learning** | **Independent Learning** |
| **12.50- 14.00** | **LUNCH BREAK** | | | | |
| **14.00- 14.50** | **Lecture**<br>Preparing to Analyse Data<br>Ç. Altunok | **Lecture**<br>Approach to Patient with Chest Pain in Primary Care II<br>G. İzbırak | **Lecture**<br>Pharmacology and Toxicology of Tobacco<br>E. N. Özdamar | **Independent Learning** | **ICP-CSL**<br>(Examination of Cardiovascular and Respiratory System)<br>O. Özveren / M. A. Şimşek / B. Salepçi / S. Akduman / A. Türer/ B. Hünük |
| **15.00- 15.50** | **Independent Learning** | **Lecture**<br>Treatment of Cough & Drugs Used in the Treatment of Common Cold<br>E. N. Özdamar | **Lecture**<br>Drugs Used in the Treatment of Asthma & Chronic Obstructive Lung Disease<br>E. N. Özdamar | **Independent Learning** | **Group C IL** / **Group D IL** / **Group B Small Group Study** SRPC / **Group A ICP** |
| **16.00- 16.50** | **Independent Learning** | **Lecture**<br>Drugs Used in Congestive Heart Disease I<br>E. N. Özdamar | **Lecture**<br>Tobacco Control and Chronic Non-Communicable Diseases IV<br>R.E. Sezer | **Independent Learning** | |
| **17.00-17.50** | **Independent Learning** | **Lecture**<br>Drugs Used in Congestive Heart Disease II<br>E. N. Özdamar | **Lecture**<br>Epidemiology, Prevention and Control of Chronic Non-Communicable Respiratory Diseases<br>R. E. Sezer | **Independent Learning** | **Independent Learning** |

**COMMITTEE II - CARDIOVASCULAR and RESPIRATORY SYSTEMS**
**WEEK VI / 28 Dec 2020-1 Jan 2021**

| | Monday<br>28-Dec-2020 | Tuesday<br>29-Dec-2020 | Wednesday<br>30-Dec-2020 | Thursday<br>31-Dec-2020 | Friday<br>1-Jan-2021 |
|---|---|---|---|---|---|
| **09.00- 09.50** | **Lecture**<br>Bronchiectasis<br>B. Salepçi | **Lecture**<br>Upper and Lower Respiratory System Infections I<br>Lecturer | **Lecture**<br>Interstitial Lung Diseases<br>B. Salepçi | **Independent Learning** | **New Year's Day** |
| **10.00- 10.50** | **Lecture**<br>Lung Cancer<br>B. Salepçi | **Lecture**<br>Upper and Lower Respiratory System Infections II<br>Lecturer | **Lecture**<br>Sleep Apnea Syndrome<br>B. Salepçi | **Independent Learning** | |
| **11.00- 11.50** | **Lecture**<br>Pleural Diseases<br>B. Salepçi | **Lecture**<br>Inherited Respiratory System Disorders<br>A. Kuşkucu | **Multidisciplinary Case Discussion Panel** | **Independent Learning** | |
| **12.00- 12.50** | **Lecture**<br>X-Ray Examination of the Lungs<br>A. Görmez | **Lecture**<br>Inherited Cardiovascular Disorders<br>A.Ç. Kuşkucu | **Multidisciplinary Case Discussion Panel** | **Independent Learning** | |
| **12.50- 14.00** | **LUNCH BREAK** | | | | |
| **14.00- 14.50** | **Lecture**<br>Approach to the Pediatric Patient with Pneumonia<br>H. Sarıçoban | **Independent Learning** | **Lecture**<br>Chronic Restrictive Pulmonary Diseases I<br>A. Sav | **Independent Learning** | **New Year's Day** |
| **15.00- 15.50** | **Lecture**<br>Epidemiology and Prevention of Cardiovascular Diseases I<br>H.A.Taşyıkan | **Independent Learning** | Chronic Restrictive Pulmonary Diseases II<br>A. Sav | **Independent Learning** | |
| **16.00- 16.50** | **Lecture**<br>Epidemiology and Prevention of Cardiovascular Diseases II<br>H.A.Taşyıkan | **Independent Learning** | **Lecture**<br>Congenital Heart Disease I<br>A. Sav | **Independent Learning** | |
| **17.00-17.50** | **Lecture**<br>Public Health and Chronic Non-Communicable Diseases<br>H.A. Taşyıkan | **Independent Learning** | **Lecture**<br>Congenital Heart Disease II<br>A. Sav | **Independent Learning** | |

**COMMITTEE II - CARDIOVASCULAR and RESPIRATORY SYSTEMS**
**WEEK VII / 4-8 Jan 2021**

| | Monday<br>4-Jan-2021 | Tuesday<br>5-Jan-2021 | Wednesday<br>6-Jan-2021 | Thursday<br>7-Jan-2021 | Friday<br>8-Jan-2021 |
|---|---|---|---|---|---|
| 09.00- 09.50 | Independent Learning | Independent Learning | Independent Learning | Independent Learning | Independent Learning |
| 10.00- 10.50 | | | | | COMMITTEE EXAM |
| 11.00- 11.50 | | | | | |
| 12.00- 12.50 | | | | | |
| 13.00- 14.00 | LUNCH BREAK | | | | Program Evaluation Session<br>Committee II<br>Coordination Committee Members |
| 14.00- 14.50 | Independent Learning | Independent Learning | Independent Learning | Independent Learning | Independent Learning |
| 15.00- 15.50 | | | | | |
| 16.00- 16.50 | | | | | |
| 17.00-17.50 | | | | | |

## COMMITTEE III - GASTROINTESTINAL SYSTEM

## DISTRIBUTION of LECTURE HOURS

## January 11, 2021 - February 19, 2021

## COMMITTEE DURATION: 4 WEEKS

| MED 302 | INTRODUCTION to CLINICAL SCIENCES | ABBR. | THEO. | PRAC. | LAB/CSL | DISCUSSION | TOTAL |
|---|---|---|---|---|---|---|---|
| DISCIPLINE | GASTROENTEROHEPATOLOGY | GE | 24 | | | | **24** |
| | PATHOLOGY | PT | 14 | | 1x3=3 (2 Groups) | | **17** |
| | BIOMEDICAL ETHICS&DEONTOLOGY | BED | 10 | | | | **10** |
| | PHARMACOLOGY | PC | 5 | | | | **5** |
| | INFECTIOUS DISEASES & MEDICAL MICROBIOLOGY | IDCM | 4 | | | | **4** |
| | PUBLIC HEALTH | PH | 3 | | | | **3** |
| | PHYTOTHERAPY | PHY | 3 | | | | **3** |
| | BIOSTATISTICS | BS | 3 | | | | **3** |
| | IMMUNOLOGY | IMM | 2 | | | | **2** |
| | PATHOPHYSIOLOGY | PP | 2 | | | | **2** |
| | FAMILY MEDICINE | FM | 2 | | | | **2** |
| | MEDICAL GENETICS | MG | 2 | | | | **2** |
| | EMERGENCY MEDICINE | EM | 2 | | | | **2** |
| | RADIOLOGY | RAD | 1 | | | | **1** |
| | PEDIATRICS | PED | 1 | | | | **1** |
| | PEDIATRIC SURGERY | PEDS | 1 | | | | **1** |
| | GENERAL SURGERY | GS | 1 | | | | **1** |
| | INTERDISCIPLINARY | MCDP | | | | 2 | 2 |
| | **TOTAL** | | 80 | | 3 | 2 | 85 |
| | **OTHER COURSES** | | | | | | |
| | SCIENTIFIC RESEARCH and PROJECT COURSE-III | SRPC | | | | 1X2=2 (4 Groups) | **2** |
| **MED 303** | INTRODUCTION to CLINICAL PRACTICE III | ICP III | | | 1X3=3 (4 Groups) | | **3** |
| **TOTAL** | | | **80** | | **6** | **4** | **90** |
| | **INDEPENDENT LEARNING** | | | | | | **45** |

## Coordination Committee

| | |
|---|---|
| **HEAD** | Meltem Ergün, MD, Assoc. Prof. |
| **SECRETARY** | Barış Murat Ayvacı, MD, Assist. Prof. |
| **MEMBER** | Ferda Özkan, MD, Prof. |
| **MEMBER** | Şafak Karaçay, MD, Assoc. Prof. |
| **MEMBER** | Emine Nur Özdamar, MD, Assist. Prof. |

## COMMITTEE III - GASTROINTESTINAL SYSTEM
## LECTURERS

| MED 302 INTRODUCTION to CLINICAL SCIENCES | |
|---|---|
| **DISCIPLINE** | **LECTURERS** |
| GASTROENTEROHEPATOLOGY | Cengiz Pata, MD, Prof.<br>Meltem Ergün, MD, Assoc. Prof.<br>Arzu Yalçın, MD |
| PATHOLOGY | Aydın Sav, MD, Prof.<br>Ferda Özkan, MD, Prof.<br>Ezgi Hacıhasanoğlu, MD |
| PHARMACOLOGY | Ece Genç, PhD, Prof.<br>Emine Nur Özdamar, MD, Assist. Prof |
| PUBLIC HEALTH | Erol Sezer, MD, Prof<br>Hale Arık Taşyıkan, MD, Assist. Prof |
| BIOMEDICAL ETHICS & DEONTOLOGY | Elif Vatanoğlu Lutz, MD, Assoc. Prof. |
| INFECTIOUS DISEASES AND MEDICAL MICROBIOLOGY | Meral Sönmezoğlu, MD, Prof. |
| PATHOPHYSIOLOGY | Mehtap Kaçar, MD, Assoc. Prof. |
| PHYTOTHERAPY | Erdem Yeşilada, PhD, Prof.<br>M. Engin CELEP, PhD, Assist. Prof |
| FAMILY MEDICINE | Güldal İzbırak, MD, Assoc.Prof.<br>Özlem Tanrıöver, MD, Prof. |
| BIOISTATISTICS | Çiğdem Altunok, PhD, Assist. Prof. |
| MEDICAL GENETICS | Ayşegül Çınar Kuşkucu, MD, Assist. Prof. |
| EMERGENCY MEDICINE | Sezgin Sarıkaya, MD, Assoc. Prof.<br>Emin Gökhan Gencer, MD, Assist. Prof. |
| PEDIATRICS | Meltem Uğraş, MD, Prof. |
| PEDIATRIC SURGERY | Şafak Karaçay, MD, Assoc.Prof. |
| GENERAL SURGERY | Gürkan Tellioğlu, MD, Prof. |
| RADIOLOGY | Ayşegül Görmez, MD. |
| IMMUNOLOGY | Gülderen Yanıkkaya Demirel, MD, PhD, Prof. |
| **OTHER COURSES** | |
| **DISCIPLINE** | **LECTURERS** |
| SCIENTIFIC RESEARCH and PROJECT COURSE-III | Bayram Yılmaz, PhD, Prof.<br>Hale Arık Taşyıkan, MD, Assist Prof. |

| MED 303 INTRODUCTION to CLINICAL PRACTICE III | |
|---|---|
| **DISCIPLINE** | **LECTURERS** |
| CLINICAL SKILLS LAB | Özlem Tanrıöver, MD, Prof.<br>Güldal İzbırak, MD, Assoc. Prof.<br>Serdar Özdemir, MD, Assist. Prof.<br>Mirkhalig Javadov, MD, Assist. Prof.<br>Fırat Demircan, MD, Assist. Prof.<br>Utku Göktuğ, MD, Assist. Prof. |

## COMMITTEE III - GASTROINTESTINAL SYSTEM

## AIMS and LEARNING OBJECTIVES

### AIMS

***In evidence based manner,***

1. ***to remind*** knowledge on anatomy, histology and physiology of gastrointestinal system,
2. ***to convey*** knowledge on etiopathogenesis of clinical conditions which are frequent in community and/or pose high risk for individual or community health, and/or life-threatening or constitute an emergency related to gastrointestinal system,
3. ***to convey*** knowledge on epidemiology of clinical conditions which are frequent in community and/or pose high risk for individual or community health, and/or life-threatening or constitute an emergency related to gastrointestinal system,
4. ***to convey*** necessary knowledge on prevention of clinical conditions, and protection or improvement of health against those clinical conditions related to gastrointestinal system,
5. ***to convey*** knowledge on mechanisms of occurrence for frequently encountered clinical complaints, symptoms, signs and findings in clinical conditions which are frequent in community and/or pose high risk for individual or community health, and/or life-threatening or constitute an emergency related to gastrointestinal system,
6. ***to convey*** necessary knowledge together with performance measures on health care processes, clinical decision making process, clinical decisions and clinical practices required for managing clinical conditions related to gastrointestinal system, which are frequent in community and/or pose high risk for individual or community health, and/or life-threatening or constitute an emergency, at the level of primary health care service,
7. ***to convey*** knowledge on pharmacology of drugs that are effective on gastrointestinal system or on clinical conditions involving gastrointestinal system,
8. ***to convey*** knowledge on phytotherapeutic agents that are effective on gastrointestinal system or on clinical conditions involving gastrointestinal system,
9. ***to convey*** knowledge on biostatistical analysis of association between variables,
10. ***to convey*** necessary knowledge on legal regulations and ethical principles for end-of-life decisions,
11. ***to equip with*** basic and advanced clinical skills (approach to patient with gastrointestinal clinical condition-C4) required at primary health care service level.
12. ***to convey*** knowledge on use of phytotherapy in an evidence based manner and drug interactions in phytotherapy,

### LEARNING OBJECTIVES

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

1.0. ***recall*** anatomy, histology and physiology of gastrointestinal system,

2.0. ***explain*** etiopathogenesis of clinical conditions (infections, nutritional disorders, bleedings, clinical conditions related to gastrointestinal organs) which are frequent in community and/or pose high risk for individual or community health, and/or life-threatening or constitute an emergency related to gastrointestinal system,

3.0. ***explain*** epidemiology of clinical conditions which are frequent in community and/or pose high risk for individual or community health, and/or life-threatening or constitute an emergency related to gastrointestinal system,

4.0. ***explain*** prevention of clinical conditions, and protection or improvement of health against those clinical conditions related to gastrointestinal system,

5.0. ***explain*** importance of healthy nutrition, principles of balanced diet, and measurement of nutritional status,

6.0. ***describe*** mechanisms of occurrence for frequently encountered clinical complaints, symptoms, signs and findings in clinical conditions which are frequent in community and/or pose high risk for individual or community health, and/or life-threatening or constitute an emergency related to gastrointestinal system,

7.0. at multi-system level and/or related to gastrointestinal system,

- for healthy conditions in an individual or community with a request against clinical conditions that pose risks,
- in an individual with clinical complaint, symptom, sign or laboratory/imaging finding or in a community,
- for clinical conditions which are frequent in community and/or pose high risk for individual or community health, and/or life-threatening or constitute an emergency,

***explain*** in an evidence-based manner and together with performance measures from the aspects of reliability, practicality and outcomes,

- health care processes, clinical decision making process, clinical decisions and clinical practices

which are required for management at primary health care service level:

7.1. practice of history taking and physical examination (gastrointestinal)
7.2. evaluation of emergency case (acute abdominal pain)
7.3. approach to healthy individual or patient (diarrhea)
7.4. laboratory tests/examinations
7.5. imaging tests/examinations (scintigraphy of liver/spleen, PET in gastrointestinal system tumors)
7.6. point of care testing
7.7. making preliminary diagnosis or definitive diagnosis decision
7.8. making non-intervention or intervention decision
7.9. practicing non-intervention or intervention
7.10. referral/transport of healthy individual or patient

8.0. ***list*** differences of gastrointestinal clinical conditions that may occur in children,

9.0. ***explain*** liver transplantation (indications, contraindications, conditions, risks, methods, patient care, results and monitorization),

10.0. ***explain*** pharmacology of drugs (agents used in the treatment of peptic ulcer, emetic and antiemetic agents, laxatives) that are effective on gastrointestinal system or on clinical conditions involving gastrointestinal system,

11.0. ***explain*** genetics of gastrointestinal system,

12.0. ***explain*** phytotherapeutic agents that are effective on gastrointestinal system or on clinical conditions involving gastrointestinal system,

13.0. ***define*** biostatistical analysis of association between variables,

14.0. ***tell*** legal regulations and ethical principles for end-of-life decisions,

15.0. ***perform*** basic clinical skills, practiced on phantom models and advanced clinical skills, practiced on simulated/standardized patients (approach to patient with gastrointestinal clinical condition), required at primary health care service.

16.0. ***to convey*** knowledge on use of phytotherapy in an evidence based manner and drug interactions in phytotherapy.

# COMMITTEE III - GASTROINTESTINAL SYSTEM
# COMMITTEE ASSESSMENT MATRIX

| PHASE III<br>**COURSE:** MED 302 INTRODUCTION to CLINICAL SCIENCES<br>**COURSE COMPONENT:** COMMITTEE III - GASTROINTESTINAL SYSTEM | | | | | | |
|---|---|---|---|---|---|---|
| **QUESTION DISTRIBUTION TABLE** | | | | | | |
| **LEARNING OBJECTIVE** | **DISCIPLINE** | **LECTURER/ INSTRUCTOR** | **NUMBER of QUESTIONS (MCQ)** | | | |
| | | | **CE** | **FE** | **IE** | **Total** |
| 1.0.,2.0.,3.0.,4.0.,6.0.,7.0-7.10 | GE | C. Pata<br>M. Ergün | 27 | 7 | 7 | **41** |
| 2.0.,6.0.,7.4 | PT | F. Özkan | 17 | 4 | 4 | **25** |
| 14.0 | BED | E. Vatanoğlu | 11 | 3 | 3 | **17** |
| 10.0 | PC | E. Genç<br>E. N. Özdamar | 6 | 2 | 2 | **10** |
| 2.0.,3.0.,4.0.,6.0.,7.0, 7.4 | IDCM | M. Sönmezoğlu | 6 | 1 | 1 | **8** |
| 3.0.,4.0.,5.0 | PH | R.E. Sezer<br>H.A.Taşyıkan | 3 | 1 | 1 | **5** |
| 12.0, 16.0 | PHR (PHY) | E. Yeşilada | 3 | 1 | 1 | **5** |
| 13.0 | BS | Ç. Altunok | 3 | 1 | 1 | **5** |
| 2.0.,6.0 | IMM | G. Y. Demirel | 2 | 1 | 1 | **4** |
| 2.0.,6.0 | PP | M. Kaçar | 2 | 1 | 1 | **4** |
| 7.2, 7.3, 7.10 | FM | G. İzbırak<br>Ö. Tanrıöver | 2 | 1 | 1 | **4** |
| 11.0 | MG | A.Ç. Kuşkucu | 2 | 1 | 1 | **4** |
| 2.0.,3.0.,4.0.,6.0.,7.2 | EM | S. Sarıkaya<br>E. G. Gencer | 2 | 0 | 0 | **2** |
| 7.5 | RAD | A. Görmez | 1 | 0 | 0 | **1** |
| 5.0, 8.0 | PED | M. Uğraş | 1 | 0 | 0 | **1** |
| 1.0.,2.0.,3.0.,4.0.,6.0.,7.0 | PEDS | Ş. Karaçay | 1 | 0 | 0 | **1** |
| 9.0 | GS | G. Tellioğlu | 1 | 0 | 0 | **1** |
| | | **TOTAL** | **90** | **24** | **24** | **138** |
| **LEARNING OBJECTIVE** | **FACULTY DEPARTMENT** | **LECTURER/ INSTRUCTOR** | **NUMBER of QUESTIONS (EMQ)** | | | |
| | | | **CE** | **FE** | **IE** | **Total** |
| 1.0.,2.0.,3.0.,4.0.,6.0.,7.0 | GE | M. Ergün | 3 | - | - | 3 |
| 2.0.,6.0.,7.4 | PT | F. Özkan | 2 | - | - | 2 |
| | | **TOTAL** | **5** | **-** | **-** | **5** |

**CS*= 90 pts** (MCQ) **+ 10 pts** (EMQ) **= 100 pts; pts:** Points
*Each MCQ has a value of **1** points; each EMQ question has a value of **2** points.

**Abbreviations**

**MCQ:** Multiple Choice Question
**EMQ:** Extending Matching Question
**CE:** Committee Exam
**CS:** Committee Score
**FE:** Final Exam
**ICE:** Incomplete Exam
****23** out of 200 FE and ICE MCQs will be from Committee III (Each question is of worth **0.5** pts).

**COMMITTEE III - GASTROINTESTINAL SYSTEM**
**WEEK I / 11-15 Jan 2021**

| | Monday<br>11-Jan-2021 | Tuesday<br>12-Jan-2021 | Wednesday<br>13-Jan-2021 | Thursday<br>14-Jan-2021 | Friday<br>15-Jan-2021 |
|---|---|---|---|---|---|
| **09.00- 09.50** | **Lecture**<br>Palliative Care Ethics<br>E. Vatanoğlu Lutz | **Lecture**<br>Ethics of Dealing with Addiction<br>E. Vatanoğlu Lutz | **Lecture**<br>Semiology I<br>A. Yalçın | **Lecture**<br>Complex Diseases-Inherited Gastrointestinal System Disorders<br>A.Ç. Kuşkucu | **Lecture**<br>Functional GI Disorders & Irritable Bowel Disease<br>C. Pata |
| **10.00- 10.50** | **Lecture**<br>Medical Ethical Decision-Making<br>E. Vatanoğlu Lutz | **Lecture**<br>Ethics of Elective Interventions<br>E. Vatanoğlu Lutz | **Lecture**<br>Semiology II<br>A. Yalçın | **Lecture**<br>Complex Diseases-Inherited Gastrointestinal System Disorders<br>A.Ç. Kuşkucu | **Lecture**<br>Comparing Groups-categorical Data<br>Ç. Altunok |
| **11.00- 11.50** | **Lecture**<br>Ethics and the Law<br>E. Vatanoğlu Lutz | **Lecture**<br>The Ethics of Testing and Screening<br>E. Vatanoğlu Lutz | **Lecture**<br>Steatohepatitis<br>A. Yalçın | **Lecture**<br>Radiology of Gastrointestinal System<br>A. Görmez | **Lecture**<br>Comparing Groups-countinous Data I<br>Ç. Altunok |
| **12.00- 12.50** | **Lecture**<br>Public Health Ethics<br>E. Vatanoğlu Lutz | **Lecture**<br>The Ethics of Dealing with Infectious Diseases<br>E. Vatanoğlu Lutz | **Lecture**<br>Alcoholic Liver Disease<br>A. Yalçın | **Lecture**<br>Approach to the Patient with Abdominal Pain Regarding to Primary Care<br>G. İzbırak | **Lecture**<br>Comparing Groups-countinous Data II<br>Ç. Altunok |
| **12.50 – 14.00** | **LUNCH BREAK** | | | | |
| **14.00- 14.50** | **Lecture**<br>The Ethics of Patents on Life<br>E. Vatanoğlu Lutz | **Lecture**<br>Ethical Issues at the End of Life<br>E. Vatanoğlu Lutz | **Lecture**<br>Abdominal Pain<br>M. Ergün | **Lecture**<br>Inflammatory Bowel Disease<br>M. Ergün | **Lecture**<br>Acute Gastroenteritis<br>M. Sönmezoğlu |
| **15.00- 15.50** | **Lecture**<br>Agents used in the Treatment of Peptic Ulcer I<br>E. Genç | **Independent Learning** | **Lecture**<br>Disease of the Bile Duct and Gall Bladder<br>M. Ergün | **Lecture**<br>Premalignant Lesion of the Colon<br>M. Ergün | **Lecture**<br>Hepatitis I<br>M. Sönmezoğlu |
| **16.00- 16.50** | **Lecture**<br>Agents used in the Treatment of Peptic Ulcer II<br>E. Genç | **Lecture**<br>Immunologic Tolerance and Autoimmunity<br>G. Yanıkkaya Demirel | **Lecture**<br>Acute and Chronic Pancreatitis<br>M. Ergün | **Lecture**<br>Pathophysiology of Gastrointestinal Disorders I<br>M. Kaçar | **Lecture**<br>Hepatitis II<br>M. Sönmezoğlu |
| **17.00-17.50** | **Lecture**<br>Clinical Approach to the Patient with Acute Abdominal Pain<br>F.Çelikmen | **Lecture**<br>Immunologic Tolerance and Autoimmunity<br>G. Yanıkkaya Demirel | **Lecture**<br>Gastrointestinal Bleedings in Children<br>Ş. Karaçay | **Lecture**<br>Food Poisoning<br>M. Sönmezoğlu | **Independent Learning** |

**IL: Independent Learning, CSL: Clinical Skills Learning, YH: Yeditepe University Hospital. Student groups for laboratory/practice sessions will be announced by coordinators.**

**COMMITTEE III - GASTROINTESTINAL SYSTEM**
**WEEK II / 18-22 Jan 2021**

| | Monday<br>18-Jan-2021 | Tuesday<br>19-Jan-2021 | Wednesday<br>20-Jan-2021 | Thursday<br>21-Jan-2021 | Friday<br>22-Jan-2021 |
|---|---|---|---|---|---|
| **09.00- 09.50** | **Lecture**<br>Public Health and Nutrition I<br>R.E. Sezer | **Lecture**<br>Oral Pathology<br>F. Özkan | **Lecture**<br>Gastritis and Helicobacter Pylori<br>C. Pata | **Lecture**<br>Pathology of Stomach I<br>F. Özkan | **Lecture**<br>Digestive & Antidiarrheal Drugs<br>E. N. Özdamar |
| **10.00- 10.50** | **Lecture**<br>Public Health and Nutrition II<br>R.E. Sezer | **Lecture**<br>Pathology of Esophagus I<br>F. Özkan | **Lecture**<br>Gastroeusophegeal Reflux (GE) and Esophageal Motility Disorder<br>C. Pata | **Lecture**<br>Pathology of Stomach II<br>F. Özkan | **Lecture**<br>Transplantation of liver<br>G. Tellioğlu |
| **11.00- 11.50** | **Lecture**<br>Acute Liver Failure<br>M. Ergün | **Lecture**<br>Pathology of Esophagus II<br>F. Özkan | **Lecture**<br>Tumors of Eusophagus, Stomach and Small Intestine<br>C. Pata | **Lecture**<br>Pathophysiology of Gastro–intestinal Disorders II<br>M. Kaçar | **Lecture**<br>Pathology of Liver I<br>E. Hacıhasanoğlu |
| **12.00- 12.50** | **Lecture**<br>Autoimmune Hepatitis<br>M. Ergün | **Lecture**<br>Approach to the Patient with Abdominal Pain Regarding to Primary Care<br>G. İzbırak | **Lecture**<br>Cirrhosis and Portal Hypertension<br>M. Ergün | **Lecture**<br>Pathophysiology of Gastro–intestinal Disorders III<br>M. Kaçar | **Lecture**<br>Pathology of Liver II<br>E. Hacıhasanoğlu |
| **12.50 – 14.00** | **LUNCH BREAK** | | | | |
| **14.00- 14.50** | **Lecture**<br>Wilson Disease and Hemochromatisis<br>M. Ergün | **ICP-CSL**<br>Physical Examination of Gastrointestinal System)<br>M. Javadov | **Lecture**<br>Phytotherapy-IV<br>E. Celep | **Lecture**<br>Toxic Hepatitis<br>M. Ergün | **ICP-CSL**<br>Physical Examination of Gastrointestinal System)<br>U. Göktuğ |
| **15.00- 15.50** | **Lecture**<br>Mass Lesions of the Liver<br>M. Ergün | **Group D**<br>**Small Group Study**<br>SRPC<br>**Group C**<br>**ICP**<br>**Group A**<br>**IL**<br>**Group B**<br>**IL** | **Lecture**<br>Phytotherapy-V<br>E. Celep | **Lecture**<br>Tumors of the Bile Ducts and Pancreas<br>M. Ergün | **Group C**<br>**IL**<br>**Group D**<br>**IL**<br>**Group A**<br>**Small Group Study**<br>SRPC<br>**Group B** |
| **16.00- 16.50** | **Independent Learning** | | **Lecture**<br>Phytotherapy-VI<br>E. Celep | **Independent Learning** | |
| **17.00-17.50** | **Lecture**<br>Mesenteric Ischemia<br>E. G. Gencer | **Independent Learning** | **Lecture**<br>Pathology of Appendix & Peritoneum<br>E. Hacıhasanoğlu | **Independent Learning** | **Independent Learning** |

**COMMITTEE III - GASTROINTESTINAL SYSTEM**
**WEEK III / 25 – 29 Jan 2021**

| | Monday<br>25-Jan-2021 | Tuesday<br>26-Jan-2021 | Wednesday<br>27-Jan-2021 | Thursday<br>28-Jan-2021 | Friday<br>29-Jan-2021 |
|---|---|---|---|---|---|
| **09.00- 09.50** | **Lecture**<br>Pathology of Liver & Biliary System I<br>E. Hacıhasanoğlu | **Lecture**<br>Antiemetic Agents<br>E. N. Özdamar | **Lecture**<br>Pathology of Intestinal Diseases I<br>F. Özkan | **Independent learning** | **Independent learning** |
| **10.00- 10.50** | **Lecture**<br>Pathology of Liver & Biliary System II<br>E. Hacıhasanoğlu | **Lecture**<br>Clinical Nutrition<br>M. Uğraş | **Lectureo**<br>Pathology of Intestinal Diseases II<br>F. Özkan | **ICP-CSL**<br>History Taking<br>S. Özdemir / G. İzbırak/ Ö. Tanrıöver<br>**Group C ICP** | **ICP-CSL**<br>History Taking<br>S. Özdemir / G. İzbırak/ Ö. Tanrıöver<br>**Group B ICP** |
| **11.00- 11.50** | **Lecture**<br>Pathology of Liver & Biliary System III<br>E. Hacıhasanoğlu | **Lecture**<br>Jaundice<br>C. Pata | **Lecture**<br>Malabsorbtion<br>M. Ergün | | |
| **12.00- 12.50** | **Lecture**<br>Pathology of Liver & Biliary System IV<br>E. Hacıhasanoğlu | **Lecture**<br>Chronic Viral Hepatitis<br>C. Pata | **Lecture**<br>Peptic Ulcer Disease<br>M. Ergün | **Lecture**<br>Approach to the Patient with Diarrhea Regarding to Primary Care<br>Ö. Tanrıöver | **Independent Learning** |
| **12.50 – 14.00** | **LUNCH BREAK** | | | | |
| **14.00- 14.50** | **Pathology Laboratory** (Gastrointestinal System)<br>F. Özkan/ A. Sav<br>**Group B**<br>**Group A IL** | **Multidisciplinary Case Discussion Panel** | **ICP-CSL**<br>(History Taking and Physical Examination of Gastrointestinal System)<br>F. Demircan/ S. Özdemir / G. İzbırak/ Ö. Tanrıöver | **ICP-CSL**<br>(History Taking and Physical Examination of Gastrointestinal System)<br>F. Demircan/ S. Özdemir / G. İzbırak/ Ö. Tanrıöver | **Lecture**<br>Laxatives<br>E. N. Özdamar |
| **15.00- 15.50** | | **Multidisciplinary Case Discussion Panel** | **Group A ICP**<br>**Group B Small Group Study** SRPC<br>**Group C IL**<br>**Group D IL** | **Group A IL**<br>**Group B IL**<br>**Group D ICP**<br>**Group C Small Group Study** SRPC | **Independent Learning** |
| **16.00- 16.50** | **Group B IL**<br>**Group A** | **Lecture**<br>Epidemiology, Prevention and Control of Obesity<br>H. A. Taşyıkan | | | **Independent Learning** |
| **17.00-17.50** | **Independent Learning** | **Independent Learning** | **Independent Learning** | **Independent Learning** | **Independent Learning** |

**MIDTERM BREAK**

**1-14 FEBRUARY 2021**

**COMMITTEE III - GASTROINTESTINAL SYSTEM**
**WEEK IV / 15- 19 Feb 2021**

<table>
<tr><th></th><th>Monday<br>15-Feb-2021</th><th>Tuesday<br>16-Feb-2021</th><th>Wednesday<br>17-Feb-2021</th><th>Thursday<br>18-Feb-2021</th><th colspan="2">Friday<br>19-Feb-2021</th></tr>
<tr><td>09.00- 09.50</td><td rowspan="3">Independent Learning</td><td rowspan="3">Independent Learning</td><td rowspan="3">Independent Learning</td><td rowspan="3">Independent Learning</td><td colspan="2">Independent Learning</td></tr>
<tr><td>10.00- 10.50</td><td colspan="2" rowspan="3">COMMITTEE EXAM</td></tr>
<tr><td>11.00- 11.50</td></tr>
<tr><td>12.00- 12.50</td><td colspan="4">LUNCH BREAK</td><td colspan="2">Program Evaluation Session<br>Committee III<br>Coordination Committee<br>Members</td></tr>
<tr><td>12.50 – 14.00</td><td rowspan="4">Independent Learning</td><td rowspan="4">Independent Learning</td><td rowspan="4">Independent Learning</td><td rowspan="4">Independent Learning</td><td rowspan="2">ELECTIVE COURSE WEEK I</td><td rowspan="2">Independent Learning</td></tr>
<tr><td>14.00- 14.50</td></tr>
<tr><td>15.00 -15.50</td><td rowspan="2">Independent Learning</td><td rowspan="2">ELECTIVE COURSE WEEK I</td></tr>
<tr><td>16.00 - 16.50</td></tr>
<tr><td>17.00 - 17.50</td><td colspan="2">Independent Learning</td></tr>
</table>

## COMMITTEE IV - ENDOCRINE, REPRODUCTIVE & URINARY SYSTEMS

## DISTRIBUTION of LECTURE HOURS

## February 22, 2021 – April 09, 2021

## COMMITTEE DURATION: 7 WEEKS

| MED 302 | INTRODUCTION to CLINICAL SCIENCES | ABBR. | THEO. | PRAC. | LAB/CSL | DISCUSSION | TOTAL |
|---|---|---|---|---|---|---|---|
| DISCIPLINE | PATHOLOGY | PT | 32 | | 1x2=2 (2 Groups) | | **34** |
| | OBST & GYNEC | OBS-GYN | 16 | | | | **16** |
| | ENDOCRINOLOGY | END | 15 | | | | **15** |
| | NEPHROLOGY | NE | 15 | | | | **15** |
| | PHARMACOLOGY | PC | 14 | | | | **14** |
| | INFECTIOUS DISEASES | ID | 5 | | | | **5** |
| | MEDICAL MICROBIOLOGY | MM | 0 | | 2x1=2 (4 Groups) | | **2** |
| | PATHOPHYSIOLOGY | PP | 7 | | | | **7** |
| | MEDICAL GENETICS | MG | 6 | | | | **6** |
| | PEDIATRICS | PED | 2 | | | | **2** |
| | PEDIATRIC ENDOCRINOLOGY | PED END | 4 | | | | **4** |
| | UROLOGY | URO | 6 | | | | **6** |
| | FAMILY MEDICINE | FM | 4 | | | | **4** |
| | PUBLIC HEALTH | PH | 4 | | | | **4** |
| | BIOSTATISTICS | BS | 3 | | | | **3** |
| | IMMUNOLOGY | IM | 2 | | | | **2** |
| | BIOMEDICAL ETHICS&DEONTOLOGY | BED | 2 | | | | **2** |
| | PHYTOTHERAPY | PHR | 2 | | | | **2** |
| | RADIOLOGY | RAD | 2 | | | | **2** |
| | EMERGENCY MEDICINE | EM | 1 | | | | **1** |
| | PEDIATRIC SURGERY | PED-S | 1 | | | | **1** |
| | HISTOLOGY | HST | 1 | | | | **1** |
| | GENERAL SURGERY | GS | 1 | | | | **1** |
| | INTERDISCIPLINARY | MCDP | | | | 2 | **2** |
| | **TOTAL** | | 145 | | 4 | 2 | **151** |
| | **OTHER COURSES** | | | | | | |
| | SCIENTIFIC RESEARCH and PROJECT COURSE-III | SRPC | | | | 2x2=4 (4 Groups) | **4** |
| **MED 303** | INTRODUCTION to CLINICAL PRACTICE III | ICP III | | | 1x3=3 (4 Groups)<br>1x2=2 (4 Groups)<br>1x3=3 (4 Groups) | | **8** |
| **TOTAL** | | | **145** | | **12** | **6** | **163** |
| | **INDEPENDENT LEARNING** | | | | | | **101** |

## Coordination Committee

| | |
|---|---|
| **HEAD** | Hasan Aydın, MD, Prof. |
| **SECRETARY** | Oya Alagöz, MD, Assist. Prof. |
| **MEMBER** | Gülçin Kantarcı, MD, Prof. |
| **MEMBER** | Rukset Attar, MD, Prof. |
| **MEMBER** | Erdem Söztutar, MD, Assist. Prof. |

## COMMITTEE IV - ENDOCRINE, REPRODUCTIVE & URINARY SYSTEMS LECTURERS

| MED 302 INTRODUCTION to CLINICAL SCIENCES | |
|---|---|
| **DISCIPLINE** | **LECTURERS** |
| **PATHOLOGY** | Aydın Sav, MD, Prof.<br>Ferda Özkan, MD, Prof.<br>Ezgi Hacıhasanoğlu, MD |
| **OBSTETRICS and GYNECOLOGY** | Orhan Ünal, MD, Prof.<br>Rukset Attar, MD, Prof.<br>Gazi Yıldırım, MD, Prof.<br>Erkut Attar, MD Prof.<br>Tanju Demirören, MD |
| **ENDOCRINOLOGY** | Hasan Aydın, MD, Prof.<br>Fahrettin Keleştemur, MD, Prof. |
| **PHARMACOLOGY** | Ece Genç, PhD, Prof.<br>Emine Nur Özdamar, MD, Assist. Prof. |
| **MEDICAL GENETICS** | Ayşegül Çınar Kuşkucu, MD, Assist. Prof. |
| **INFECTIOUS DISEASES** | Meral Sönmezoğlu, MD Prof. |
| **MEDICAL MICROBIOLOGY** | İ. Çağatay Acuner, MD, Assoc. Prof. |
| **PATHOPHYSIOLOGY** | Mehtap Kaçar, MD, Assoc. Prof. |
| **BIOMEDICAL ETHICS&DEONTOLOGY** | Elif Vatanoğlu Lutz, MD, PhD, Assoc. Prof. |
| **PUBLIC HEALTH** | Recep Erol Sezer, MD, Prof.<br>Hale Arık Taşyıkan, MD, Assist. Prof. |
| **FAMILY MEDICINE** | Özlem Tanrıöver, MD, Prof.<br>Ayşe Arzu Akalın, MD, Assist. Prof. |
| **PEDIATRICS** | Mustafa Berber, MD, Assist. Prof.<br>Fatma Tuba Coşkun, MD<br>Çiğdem Ayanoğlu, MD. |
| **PEDIATRIC ENDOCRINOLOGY** | Belma Haliloğlu, MD, Assoc. Prof. |
| **BIOSTATISTICS** | Çiğdem Altunok, PhD, Assist. Prof. |
| **RADIOLOGY** | Özgür Sarıca, MD. |
| **PHYTOTHERAPY** | M. Engin Celep, PhD, Assist. Prof. |
| **HISTOLOGY & EMBRYOLOGY** | Oya Akçın Alagöz, MD, Assist. Prof. |
| **NEPHROLOGY** | Gülçin Kantarcı, MD, Prof. |
| **UROLOGY** | Murat Kuru, MD. Assist. Prof. |
| **PEDIATRIC SURGERY** | Şafak Karaçay, MD, Assoc. Prof. |
| **GENERAL SURGERY** | Gürkan Tellioğlu, MD, Prof. |
| **EMERGENCY MEDICINE** | Emin Gökhan Gencer, MD, Assist. Prof. |
| **IMMUNOLOGY** | Gülderen Yanıkkaya Demirel, MD, PhD, Prof. |
| **OTHER COURSES** | |
| **DISCIPLINE** | **LECTURERS** |
| SCIENTIFIC RESEARCH and PROJECT COURSE-III | Bayram Yılmaz, PhD, Prof.<br>Hale Arık Taşyıkan, MD, Assist Prof. |

| MED 303 INTRODUCTION to CLINICAL PRACTICE III | |
|---|---|
| **DISCIPLINE** | **LECTURERS** |
| CLINICAL SKILLS LAB | Rukset Attar, MD, Prof.<br>Gazi Yıldırım, MD, Prof.<br>Özlem Tanrıöver, MD, Prof.<br>Ayşe Arzu Akalın, MD, Assist. Prof.<br>Mustafa Berber, MD, Assist. Prof.<br>Çiğdem Ayanoğlu, MD. |

## COMMITTEE IV - ENDOCRINE, REPRODUCTIVE & URINARY SYSTEMS

## AIMS and LEARNING OBJECTIVES

***ENDOCRINE & REPRODUCTIVE SYSTEMS***

**AIMS**

**In evidence based manner,**

1. ***to remind*** knowledge on anatomy, embryology, histology and physiology of endocrine and reproductive systems,
2. ***to convey*** knowledge on health care service practices related to reproductive care,
3. ***to convey*** knowledge on etiopathogenesis of clinical conditions which are frequent in community and/or pose high risk for individual or community health, and/or life-threatening or constitute an emergency related to endocrine and reproductive systems,
4. ***to convey*** knowledge on epidemiology of clinical conditions which are frequent in community and/or pose high risk for individual or community health, and/or life-threatening or constitute an emergency related to endocrine and reproductive systems,
5. ***to convey*** necessary knowledge on prevention of clinical conditions, and protection or improvement of health against those clinical conditions related to endocrine and reproductive systems,
6. ***to convey*** knowledge on mechanism of occurrence for frequently encountered clinical complaints, symptoms, signs and findings in clinical conditions which are frequent in community and/or pose high risk for individual or community health, and/or life-threatening or constitute an emergency related to endocrine and reproductive systems,
7. ***to convey*** necessary knowledge together with performance measures on health care processes, clinical decision-making process, clinical decisions and clinical practices required for managing clinical conditions related to endocrine and reproductive systems, which are frequent in community and/or pose high risk for individual or community health, and/or life-threatening or constitute an emergency, at the level of primary health care service,
8. ***to convey*** knowledge on pharmacology of drugs that are effective on endocrine and reproductive systems or on clinical conditions involving endocrine and reproductive systems,
9. ***to convey*** knowledge on genetics of endocrine and reproductive systems,
10. ***to convey*** knowledge on phytotherapeutic agents that are effective on endocrine system or on clinical conditions involving endocrine system,
11. ***to convey*** knowledge on design and biostatistical analysis of survival research,
12. ***to convey*** knowledge on legal regulations and ethical principles related to reproductive care,
13. ***to equip with*** basic and advanced clinical skills (*normal spontaneous vaginal delivery on phantom model-C5*) required at primary health care service level.

**LEARNING OBJECTIVES**

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

1.0. ***recall*** anatomy, embryology, histology and physiology of endocrine and reproductive systems,

2.0. ***explain*** physiology of normal spontaneous vaginal delivery,

3.0. ***define*** practice of reproductive care,

4.0. ***explain*** etiopathogenesis of clinical conditions (menstrual cycle/developmental conditions/congenital and sexually transmitted infections) which are frequent in community and/or pose high risk for individual or community health, and/or life-threatening or constitute an emergency related to endocrine and reproductive systems,

5.0. ***explain*** epidemiology of clinical conditions which are frequent in community and/or pose high risk for individual or community health, and/or life-threatening or constitute an emergency related to endocrine and reproductive systems,

6.0. ***explain*** prevention of clinical conditions, and protection or improvement of health against those clinical conditions related to endocrine and reproductive systems,

7.0. ***describe*** mechanisms of occurrence for frequently encountered clinical complaints, symptoms, signs and findings in clinical conditions which are frequent in community and/or pose high risk for individual or community health, and/or life-threatening or constitute an emergency related to endocrine and reproductive systems,

8.0. at multi-system level and/or related to endocrine and reproductive systems,

- for healthy conditions in an individual or community with a request against clinical conditions that pose risks,
- in an individual with clinical complaint, symptom, sign or laboratory/imaging finding or in a community,
- for clinical conditions which are frequent in community and/or pose high risk for individual or community health, and/or life-threatening or constitute an emergency,

***explain*** in an evidence-based manner and together with performance measures from the aspects of reliability, practicality and outcomes,

- health care processes, clinical decision making process, clinical decisions and clinical practices

which are required for management at primary health care service level:

8.1. practice of history taking and physical examination (gynecological, breast)

8.2. evaluation of emergency case

8.3. approach to healthy individual or patient (pregnancy)

8.4. laboratory tests/examinations (venous blood collection, throat swab specimen, sputum sample collection, thyroid function tests, diabetes tests, rapid screening [antigen/antibody] tests, throat culture, sputum culture)

8.5. imaging tests/examinations (radiological examinations in gynecology, breast imaging, radioisotope imaging of thyroid and parathyroid)

8.6. point of care testing (diabetes tests, rapid screening [antigen/antibody] tests)

8.7. making preliminary diagnosis or definitive diagnosis decision

8.8. making non-intervention or intervention decision

8.9. practicing non-intervention or intervention

8.10. referral/transport of healthy individual or patient

9.0. ***explain*** pharmacology of drugs (hypothalamic and pituitary hormones, drugs effecting functions and action of oxytocin and ADH, thyroid and antithyroid drugs, adrenocortical hormones and drugs, insulin and oral antidiabetic drugs, estrogens, progestines and inhibitors) that are effective on endocrine and reproductive systems or on clinical conditions involving endocrine and reproductive systems,

10.0. ***explain*** genetics of endocrine and reproductive systems,

11.0. ***explain*** mechanisms of action for phytotherapeutic agents that are effective on endocrine system or in clinical conditions related to endocrine system,

12.0. ***define*** design and biostatistical analysis of survival research,

13.0. ***explain*** legal regulations and ethical principles related to reproductive care,

14.0. ***perform*** basic clinical skills, practiced on phantom models (normal spontaneous vaginal delivery), and advanced clinical skills, practiced on simulated/standardized patients required at primary health care service.

***URINARY SYSTEM***

**AIMS**

**In evidence-based manner,**

1. ***to remind*** knowledge on anatomy, histology and physiology of urinary system,
2. ***to convey*** knowledge on etiopathogenesis of clinical conditions which are frequent in community and/or pose high risk for individual or community health, and/or life-threatening or constitute an emergency related to urinary system,
3. ***to convey*** knowledge on epidemiology of clinical conditions which are frequent in community and/or pose high risk for individual or community health, and/or life-threatening or constitute an emergency related to urinary system,
4. ***to convey*** necessary knowledge on prevention of clinical conditions, and protection or improvement of health against those clinical conditions related to urinary system,
5. ***to convey*** knowledge on mechanism of occurrence for frequently encountered clinical complaints, symptoms, signs and findings in clinical conditions which are frequent in community and/or pose high risk for individual or community health, and/or life-threatening or constitute an emergency related to urinary system
6. ***to convey*** necessary knowledge together with performance measures on health care processes, clinical decision making process, clinical decisions and clinical practices required for managing clinical conditions related to urinary system, which are frequent in community and/or pose high risk for individual or community health, and/or life-threatening or constitute an emergency, **at the** level of primary health care service,
7. ***to convey*** knowledge on pharmacology of drugs that are effective on urinary system or on clinical conditions involving urinary system,
8. ***to convey*** knowledge on genetics of urinary system,
9. ***to convey*** knowledge on phytotherapeutic agents that are effective on urinary system or on clinical conditions involving urinary system,
10. ***to convey*** knowledge on use of biostatistical software and presentation of results,
11. ***to convey*** knowledge on legal regulations and ethical principles related to reproductive care,
12. ***to equip with*** basic and advanced clinical skills *(gynecological examination, "Pap-smear" collection, intrauterine device placement, breast examination, physical examination in neonate, infant and prepubertal/pubertal child)* required at primary health care service level.

**LEARNING OBJECTIVES**

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

U1.0. ***recall*** anatomy, histology and physiology of urinary system,

U2.0. ***explain*** etiopathogenesis of clinical conditions (renal hemodynamics, acid-base equilibrium, renal clinical conditions, urinary system stones, urinary system infections) which are frequent in community and/or pose high risk for individual or community health, and/or life-threatening or constitute an emergency related to urinary system,

U3.0. ***explain*** epidemiology of clinical conditions which are frequent in community and/or pose high risk for individual or community health, and/or life-threatening or constitute an emergency related to cardiovascular and respiratory systems,

U4.0. ***explain*** prevention of clinical conditions, and protection or improvement of health against those clinical conditions related to urinary system,

U5.0. ***describe*** mechanisms of occurrence for frequently encountered clinical complaints, symptoms, signs and findings in clinical conditions which are frequent in community and/or pose high risk for individual or community health, and/or life-threatening or constitute an emergency related to urinary system,

U6.0. at multi-system level and/or related to urinary system,

- for healthy conditions in an individual or community with a request against clinical conditions that pose risks,
- in an individual with clinical complaint, symptom, sign or laboratory/imaging finding or in a community,
- for clinical conditions which are frequent in community and/or pose high risk for individual or community health, and/or life-threatening or constitute an emergency,

***explain*** in an evidence-based manner and together with performance measures from the aspects of reliability, practicality and outcomes,

- health care processes, clinical decision-making process, clinical decisions and clinical practices

which are required for management at primary health care service level:

U6.1. practice of history taking and physical examination (neonatal, prepubertal/pubertal)

U6.2. evaluation of emergency case (urological emergencies)

U6.3. approach to healthy individual or patient (urethral-vaginal-cervical discharge/swab specimen, fecal specimen collection)

U6.4. laboratory tests/examinations (urethral-vaginal-cervical discharge culture, fecal culture)

U6.5. imaging tests/examinations (uroradiology, renal scintigraphy (GFR, ERPF, Renogram))

U6.6. point of care testing

U6.7. making preliminary diagnosis or definitive diagnosis decision

U6.8. making non-intervention or intervention decision

U6.9. practicing non-intervention or intervention

U6.10. referral/transport of healthy individual or patient

U7.0. ***explain*** pharmacology of drugs that are effective on urinary system or on clinical conditions involving urinary system,

U8.0. ***explain*** pharmacology of androgens and anabolic steroids, and drugs that affect bone mineral homeostasis,

U9.0. ***explain*** genetics of urinary system,

U10.0. ***explain*** mechanisms of action for action for phytotherapeutic agents that are effective on urinary system or in clinical conditions related to urinary system,

U11.0. ***define*** use of biostatistical software and presentation of results,

U12.0. ***perform*** basic clinical skills, practiced on phantom models, and advanced clinical skills, practiced on simulated/standardized patients (gynecological examination, “Pap-smear” collection, intrauterine device placement, breast examination, physical examination in neonate, infant and prepubertal/pubertal child), required at primary health care service.

## COMMITTEE IV - ENDOCRINE, REPRODUCTIVE & URINARY SYSTEMS
## COMMITTEE ASSESSMENT MATRIX

**PHASE III**
**COURSE:** MED 302 INTRODUCTION to CLINICAL SCIENCES
**COURSE COMPONENT:** COMMITTEE IV - ENDOCRINE, REPRODUCTIVE & URINARY SYSTEMS

**QUESTION DISTRIBUTION TABLE**

| LEARNING OBJECTIVE | DISCIPLINE | LECTURER/ INSTRUCTOR | NUMBER of QUESTIONS (MCQ) | | | |
|---|---|---|---|---|---|---|
| | | | CE | FE | IE | Total |
| 1.0, 4.0, 7.0, 8.4, U1, U2, U6.4 | PT | F. Özkan<br>A. Sav | **22** | 10 | 10 | **40** |
| 1.0-8.10 | OBS-GYN | O. Ünal<br>R. Attar<br>G. Yıldırım<br>T. Demirören<br>E. Attar | **12** | 5 | 5 | **20** |
| 1.0, 4 - 8.10 | END | H. Aydın<br>F. Keleştemur | **11** | 5 | 5 | **19** |
| U1.0 - U6.0 | NE | G. Kantarcı | **11** | 5 | 5 | **19** |
| 9.0 , U7.0, U8.0 | PC | E. Genç<br>E. N. Özdamar | **9** | 4 | 4 | **17** |
| 4.0 - 8.0, 8.4, U5, U6.0, U6.4 | IDCM | M. Sönmezoğlu | **3** | 2 | 2 | **7** |
| 4.0, 7.0, U2.0, U5.0 | PP | M. Kaçar | **4** | 2 | 2 | **8** |
| 10.0, U9.0 | MG | A. Ç. Kuşkucu | **4** | 2 | 2 | **8** |
| 1.0, 4.0-8.0, U6.1 | PED | M. Berber<br>F.T. Coşkun<br>Ç. Ayanoğlu | **2** | 1 | 1 | **4** |
| 1.0, 4.0-8.0, U6.1 | PED END | B. Haliloğlu | **2** | 1 | 1 | **4** |
| U1.0.-U6.10 | URO | M. Kuru | **6** | 2 | 2 | **8** |
| 6.0, 8.0,8.1, 8.3, 8.10, U2.0 | FM | A.A. Akalın<br>Ö. Tanrıöver | **2** | 2 | 2 | **6** |
| 5.0, 6.0, U3.0, U4.0 | PH | R.E. Sezer<br>H.A. Taşyıkan | **2** | 1 | 1 | **4** |
| 12.0, U11.0 | BS | Ç. Altunok | **2** | 1 | 1 | **4** |
| 4.0, 7.0, U2.0, U5.0 | IMM | G. Y. Demirel | **1** | 1 | 1 | **3** |
| 13.0 | BED | E. Vatanoğlu Lutz | **1** | 1 | 1 | **3** |
| 11.0 | PHR (PHY) | M.E. Celep | **1** | 1 | 1 | **3** |
| 8.5, U6.5 | RAD | Ö. Sarıca | **1** | 1 | 1 | **3** |
| 7.0, U6.2 | EM | E. G. Gencer | **1** | 0 | 0 | **1** |
| 1.0.-6.0 | PED-S | Ş. Karaçay | **1** | 0 | 0 | **1** |
| 1.0 | HST | O. Akçın Alagöz | **1** | 0 | 0 | **1** |
| 1.0.-6.0 | GS | G. Tellioğlu | **1** | 0 | 0 | **1** |
| | | **TOTAL** | **100** | **47** | **47** | **184** |

| LEARNING OBJECTIVE | FACULTY DEPARTMENT | LECTURER/ INSTRUCTOR | NUMBER of QUESTIONS (EMQ) | | | |
|---|---|---|---|---|---|---|
| | | | CE | FE | IE | Total |
| 1.0, 4 - 8.10 | END | H. Aydın | | - | - | **1** |
| 1.0-8.10 | OBS-GYN | R. Attar | | - | - | **1** |
| U1.0 - U6.0 | NE | G. Kantarcı | | - | - | **1** |
| U1.0.-U6.10 | URO | M. Kuru | | - | - | **1** |
| 1.0, 4.0, 7.0, 8.4, U1, U2, U6.4 | PT | F. Özkan | | - | - | **1** |
| | | **TOTAL** | **5** | **-** | **-** | **5** |

**CS*= 90 pts** (MCQ) **+ 10 pts** (EMQ) **= 100 points**

*Each MCQ has a value of **1** point; each EMQ question has a value of **2** points.

**Abbreviations**

**MCQ:** Multiple Choice Question
**EMQ:** Extending Matching Question
**CE:** Committee Exam
**CS:** Committee Score
**FE:** Final Exam
**ICE:** Incomplete Exam; **pts:** Points
****45** out of 200 FE and ICE MCQs will be from Committee IV (Each question is of worth **0.5** pts).

**COMMITTEE IV – ENDOCRINE, REPRODUCTIVE and URINARY SYSTEM**
**WEEK I / 22 – 26 Feb 2021**

| | Monday<br>22-Feb-2021 | Tuesday<br>23-Feb-2021 | Wednesday<br>24-Feb-2021 | Thursday<br>25-Feb-2021 | Friday<br>26-Feb-2021 |
|---|---|---|---|---|---|
| **09.00- 09.50** | **Lecture**<br>Introduction to Endocrinology<br>H. Aydın | **Lecture**<br>Pathology of Adrenal Gland I<br>A. Sav | **Lecture**<br>Pathophysiology of Endocrine System Diseases I<br>M. Kaçar | **ICP-CSL**<br>(Follow-up of Pregnancy & Stages of Normal Labour & Gynecological Examination, PAP Smear Obtaining)<br>R. Attar / G. Yıldırım | **Lecture**<br>Introduction to Endocrine Pharmacology<br>E. Genç |
| **10.00- 10.50** | **Lecture**<br>Introduction to Diabetes Mellitus<br>H. Aydın | **Lecture**<br>Pathology of Adrenal Gland II<br>A. Sav | **Lecture**<br>Pathophysiology of Endocrine System Diseases II<br>M. Kaçar | **Group A ICP** / **Group B Small Group Study** SRPC / **Group C IL** / **Group D IL** | **Lecture**<br>Thyroid and Antithyroid Drugs I<br>E. Genç |
| **11.00- 11.50** | **Lecture**<br>Clinical and Laboratory Findings of Diabetes Mellitus<br>H. Aydın | **Lecture**<br>Relation Between Two Variables I<br>Ç. Altunok | **Lecture**<br>Pathophysiology of Endocrine System Diseases III<br>M. Kaçar | | **Lecture**<br>Thyroid and Antithyroid Drugs II<br>E. Genç |
| **12.00- 12.50** | **Lecture**<br>Obesity<br>H. Aydın | **Lecture**<br>Relation Between Two Variables II<br>Ç. Altunok | **Lecture**<br>Hypertensive Disorders in Pregnancy<br>E.G. Gencer | **Lecture**<br>Normal Pubertal Development<br>B. Haliloğlu | **Lecture**<br>Pathology of Pancreas II<br>A. Sav |
| **12.50 – 14.00** | **LUNCH BREAK** | | | | |
| **14.00- 14.50** | **Lecture**<br>Pathology of Endocrine System: Introduction<br>A. Sav | **Lecture**<br>Calcium Metabolism<br>H. Aydın | **Lecture**<br>Prenatal Genetic Diagnosis<br>A. Ç. Kuşkucu | **Lecture**<br>Congenital Adrenal Hyperplasia<br>B. Haliloğlu | **ELECTIVE COURSE WEEK II** / **Independent Learning** |
| **15.00- 15.50** | **Lecture**<br>Pathology of Pituitary Gland I<br>A. Sav | **Lecture**<br>Physical Examination of Newborn Patient<br>M. Berber | **Lecture**<br>Genetic Counseling<br>A. Ç. Kuşkucu | **Lecture**<br>Pubertal Disorders<br>B. Haliloğlu | |
| **16.00- 16.50** | **Lecture**<br>Pathology of Pituitary Gland II<br>A. Sav | **Lecture**<br>Physical Examination of Child Patient<br>M. Berber | **Lecture**<br>Pathology of Thyroid & Parathyroid I<br>A. Sav | **Lecture**<br>Hypoglycemia<br>H. Aydın | **Independent Learning** / **ELECTIVE COURSE WEEK II** |
| **17.00-17.50** | **Lecture**<br>Pathology of Pancreas I<br>A. Sav | **Lecture**<br>Imaging of Thyroid Glands<br>Ö. Sarıca | **Lecture**<br>Pathology of Thyroid & Parathyroid II<br>A. Sav | **Lecture**<br>Hypercalcemic Diseases<br>H. Aydın | |

**IL: Independent Learning, CSL: Clinical Skills Learning, YH: Yeditepe University Hospital. Student groups for laboratory/practice sessions will be announced by coordinators.**

**COMMITTEE IV – ENDOCRINE, REPRODUCTIVE and URINARY SYSTEMS**

**WEEK II / 1 – 5 Mar 2021**

| | Monday<br>1-Mar-2021 | Tuesday<br>2-Mar-2021 | Wednesday<br>3-Mar-2021 | Thursday<br>4-Mar-2021 | Friday<br>5-Mar-2021 | | | |
|---|---|---|---|---|---|---|---|---|
| **09.00- 09.50** | **Lecture**<br>Puerperal Infections<br>T. Demirören | **Lecture**<br>Fluid, Electrolyte I<br>G. Kantarcı | **Independent Learning** | **Lecture**<br>Renovascular Pathology<br>E. Hacıhasanoğlu | **ICP-CSL**<br>(Follow-up of Pregnancy & Stages of Normal Labour & Gynecological Examination, PAP Smear Obtaining)<br>R. Attar / G. Yıldırım | | | |
| **10.00- 10.50** | **Lecture**<br>Normal and Abnormal Labor<br>T. Demirören | **Lecture**<br>Fluid, Electrolyte II<br>G. Kantarcı | **Independent Learning** | **Lecture**<br>Renal Cystic Disease<br>E. Hacıhasanoğlu | **Group A**<br>**Small Group Study**<br>SRPC | **Group B**<br>**ICP** | **Group C IL** | **Group D IL** |
| **11.00- 11.50** | **Lecture**<br>Insulin and Oral Antidiabetic Drugs I<br>E. Genç | **Lecture**<br>Hyperfunctioning Disorders of Anterior Pituitary Gland<br>F. Keleştimur | **Lecture**<br>The Gynecological History and Examination<br>G. Yıldırım | **Career Festival**<br>Ş. Göktaş | | | | |
| **12.00- 12.50** | **Lecture**<br>Insulin and Oral Antidiabetic Drugs II<br>E. Genç | **Lecture**<br>Disorders of Posterior Pituitary Gland<br>F. Keleştimur | **Lecture**<br>Endometriosis & Adenomyosis<br>G. Yıldırım | **Career Festival**<br>S. Tunç | **Independent Learning** | | | |
| **12.50-14.00** | **LUNCH BREAK** | | | | | | | |
| **14.00- 14.50** | **Lecture**<br>Pathology of Vulva & Vagina<br>F. Özkan | **Lecture**<br>Hypopituatirism<br>F. Keleştimur | **Lecture**<br>Adrenocortical Hormones and Drugs I<br>E. Genç | **Lecture**<br>Reproductive Ethics<br>E. Vatanoğlu Lutz | **ELECTIVE WEEK III** | | **Independent Learning** | |
| **15.00- 15.50** | **Lecture**<br>Pathology of Treponemal Infections<br>F. Özkan | **Lecture**<br>Diffuse Hormonal Systems and Endocrine Tumor Syndromes<br>H. Aydın | **Lecture**<br>Adrenocortical Hormones and Drugs II<br>E. Genç | **Lecture**<br>Gene Ethics<br>E. Vatanoğlu Lutz | | | | |
| **16.00- 16.50** | **Lecture**<br>Pathology of Breast I<br>F. Özkan | **Lecture**<br>Thyroid Function Tests<br>H. Aydın | **Lecture**<br>Antenatal Care<br>T. Demirören | **Lecture**<br>Medical History for Breast Diseases in Primary Care & Clinical Breast Examination<br>A. Akalın | **Independent Learning** | | **ELECTIVE WEEK III** | |
| **17.00-17.50** | **Lecture**<br>Pathology of Breast II<br>F. Özkan | **Lecture**<br>Thyroid Disorders<br>H. Aydın | **Lecture**<br>Disorders of Early Pregnancy (Miscarriage; Ectopic; GTD)<br>T. Demirören | **Lecture**<br>Imaging of Urinary System<br>Ö. Sarıca | | | | |

**COMMITTEE IV – ENDOCRINE, REPRODUCTIVE and URINARY SYSTEMS**
**WEEK III / 8 – 12 Mar 2020**

<table>
<tr><th></th><th>Monday<br>8-Mar-2021</th><th>Tuesday<br>9-Mar-2021</th><th>Wednesday<br>10-Mar-2021</th><th>Thursday<br>11-Mar-2021</th><th>Friday<br>12-Mar-2021</th></tr>
<tr><td>09.00-09.50</td><td>Lecture<br>Pathophysiology of Reproductive System Diseases I<br>M. Kaçar</td><td>Lecture<br>Menopause<br>E. Attar</td><td>Lecture<br>Immunology of Reproduction<br>G. Yanıkkaya Demirel</td><td colspan="4">ICP-CSL<br>(Physical Examination of the Newborn and Child Patient)<br>Ç. Ayanoğlu/<br>M. Berber</td><td>Lecture<br>Congenital Infections and Sexually Transmitted Diseases, Genital Infections I<br>M. Sönmezoğlu</td></tr>
<tr><td>10.00-10.50</td><td>Lecture<br>Pathophysiology of Reproductive System Diseases II<br>M. Kaçar</td><td>Lecture<br>Fertility Control<br>E. Attar</td><td>Lecture<br>Immunology of Reproduction<br>G. Yanıkkaya Demirel</td><td rowspan="2">Group A IL</td><td rowspan="2">Group B IL</td><td rowspan="2">Group C ICP</td><td rowspan="2">Group D<br>Small Group Study<br>SRPC</td><td>Lecture<br>Congenital Infections and Sexually Transmitted Diseases, Genital Infections II<br>M. Sönmezoğlu</td></tr>
<tr><td>11.00-11.50</td><td>Lecture<br>Phytotherapy-VII<br>M. E. Celep</td><td>Lecture<br>Infertility<br>E. Attar</td><td>Lecture<br>Hypocalcemic Diseases<br>H. Aydın</td><td>Lecture<br>Congenital Infections and Sexually Transmitted Diseases, Genital Infections III<br>M. Sönmezoğlu</td></tr>
<tr><td>12.00-12.50</td><td>Lecture<br>Phytotherapy-VIII<br>M. E. Celep</td><td>Lecture<br>The Menstrual Cycle and Disorders of the Menstrual Cycle<br>R. Attar</td><td>Lecture<br>Adrenal Disorders<br>H. Aydın</td><td colspan="4">Lecture<br>Normal and Abnormal Sexual Development & Puberty<br>R. Attar</td><td>Lecture<br>Congenital Anomalies of The Urinary System<br>Ş. Karaçay</td></tr>
<tr><td>12.50-14.00</td><td colspan="6">LUNCH BREAK</td></tr>
<tr><td>14.00-14.50</td><td colspan="2">Microbiology Laboratory<br>(Diagnostic Tests of Urinary Specimens)<br>İ. Ç. Acuner</td><td colspan="2">Microbiology Laboratory<br>(Diagnostic Tests of Urinary Specimens)<br>İ. Ç. Acuner</td><td>Lecture<br>Conditions Affecting Vulva & Vagina<br>O. Ünal</td><td colspan="4">ICP-CSL<br>(Follow-up of Pregnancy & Stages of Normal Labour & Gynecological Examination, PAP)<br>R. Attar / G. Yıldırım</td><td rowspan="2">ELECTIVE WEEK IV</td><td rowspan="2">Independent Learning</td></tr>
<tr><td>15.00-15.50</td><td>Group A</td><td>Group B IL</td><td>Group C IL</td><td>Group D IL</td><td>Microbiology Laboratory<br>(Diagnostic tests of urinary specimens)<br>İ. Ç. Acuner</td><td>Group C</td><td>Group D IL</td><td>Group A & B IL</td><td>Lecture<br>Pathology of Bladder<br>E. Hacıhasanoğlu</td><td>Group A IL</td><td>Group B IL</td><td>Group C<br>Small Group Study<br>SRPC</td><td>Group D ICP</td></tr>
<tr><td>16.00-16.50</td><td>Group A IL</td><td>Group B</td><td>Group C IL</td><td>Group D</td><td colspan="2">Independent Learning</td><td>Independent Learning</td><td colspan="4">ELECTIVE WEEK IV</td></tr>
<tr><td>17.00-17.50</td><td colspan="2">Independent Learning</td><td colspan="2">Independent learning</td><td>Independent Learning</td><td colspan="4">Independent Learning</td></tr>
</table>

**COMMITTEE IV – ENDOCRINE, REPRODUCTIVE and URINARY SYSTEMS**

**WEEK IV / 15 – 19 Mar 2021**

<table>
<tr><th></th><th>Monday<br>15-Mar-2021</th><th>Tuesday<br>16-Mar-2021</th><th>Wednesday<br>17-Mar-2021</th><th>Thursday<br>18-Mar-2021</th><th>Friday<br>19-Mar-2021</th></tr>
<tr><td>09.00- 09.50</td><td>Lecture<br>Pathology of Glomerular Diseases I<br>E. Hacıhasanoğlu</td><td>Lecture<br>Pathology of Ovary I<br>F. Özkan</td><td>Lecture<br>Benign Diseases of the Uterus and the Cervix<br>R. Attar</td><td>Lecture<br>Pathology of Urinary System Tumors<br>E. Hacıhasanoğlu</td><td>Lecture<br>Pathology of Cervix Uteri I<br>F. Özkan</td></tr>
<tr><td>10.00- 10.50</td><td>Lecture<br>Pathology of Glomerular Diseases II<br>E. Hacıhasanoğlu</td><td>Lecture<br>Pathology of Ovary II<br>F. Özkan</td><td>Lecture<br>Benign Diseases of the Ovary<br>R. Attar</td><td>Lecture<br>Congenital Anomalies of Urinary System<br>E. Hacıhasanoğlu</td><td>Lecture<br>Pathology of Cervix Uteri II<br>F. Özkan</td></tr>
<tr><td>11.00- 11.50</td><td>Lecture<br>Pathology of Glomerular Diseases III<br>E. Hacıhasanoğlu</td><td>Lecture<br>Pathology of Tubulointerstitial Disease I<br>E. Hacıhasanoğlu</td><td>Lecture<br>Nephritic Syndrome<br>G. Kantarcı</td><td>Lecture<br>Genetic disorders of gonadal development<br>A. Ç. Kuşkucu</td><td>Lecture<br>Chromosomal Disorders I<br>A. Ç. Kuşkucu</td></tr>
<tr><td>12.00- 12.50</td><td>Lecture<br>Androgens & Anabolic Steroids<br>E. Genç</td><td>Lecture<br>Pathology of Tubulointerstitial Disease II<br>E. Hacıhasanoğlu</td><td>Lecture<br>Nephrotic Syndrome<br>G. Kantarcı</td><td>Lecture<br>Genetic disorders of gonadal development<br>A. Ç. Kuşkucu</td><td>Lecture<br>Chromosomal Disorders II<br>(Sex Chromosomes and their Abnormalities)<br>A. Ç. Kuşkucu</td></tr>
<tr><td>12.50 – 14.00</td><td colspan="5">LUNCH BREAK</td></tr>
<tr><td>14.00- 14.50</td><td>Lecture<br>Malign Diseases of the Uterus and the Cervix<br>O. Ünal</td><td>Lecture<br>Acute Kidney Injury-I<br>G. Kantarcı</td><td colspan="2">Independent Learning</td><td>Lecture<br>Pathology of Uterus I<br>F. Özkan</td><td rowspan="2">ELECTIVE WEEK V</td><td rowspan="2">Independent Learning</td></tr>
<tr><td>15.00- 15.50</td><td>Lecture<br>Malign Diseases of the Ovary<br>O. Ünal</td><td>Lecture<br>Acute Kidney Injury-II<br>G. Kantarcı</td><td colspan="2">ICP-CSL<br>(Clinical Breast Examination)<br>A. Akalın/<br>Ö. Tanrıöver</td><td>Lecture<br>Pathology of Uterus II<br>F. Özkan</td></tr>
<tr><td>16.00- 16.50</td><td>Lecture<br>Conditions Affecting Vulva & Vagina<br>O. Ünal</td><td>Lecture<br>Agents Effecting Bone Mineral Homeostasis I<br>E. Genç</td><td rowspan="2">Group A IL</td><td rowspan="2">Group B IL</td><td rowspan="2">Group C<br>Small Group Study<br>SRPC</td><td rowspan="2">Group D</td><td>Lecture<br>The Kidney Systemic Disease and Inherited Disorders<br>G. Kantarcı</td><td rowspan="2">Independent Learning</td><td rowspan="2">ELECTIVE WEEK V</td></tr>
<tr><td>17.00-17.50</td><td>Lecture<br>Pathology of Pregnancy & Placenta<br>F. Özkan</td><td>Lecture<br>Agents Effecting Bone Mineral Homeostasis II<br>E. Genç</td><td>Lecture<br>The Kidney Systemic Disease and Inherited Disorders<br>G. Kantarcı</td></tr>
</table>

**COMMITTEE IV – ENDOCRINE, REPRODUCTIVE and URINARY SYSTEMS**

**WEEK V / 22 – 26 Mar 2021**

| | Monday 22-Mar-2020 | Tuesday 23-Mar-2020 | Wednesday 24-Mar-2020 | Thursday 25-Mar-2020 | Friday 26-Mar-2020 | | | |
|---|---|---|---|---|---|---|---|---|
| 09.00- 09.50 | **Lecture** Benign Prostatic Hyperplasia-I M. Kuru | **Lecture** Chronic Kidney Disease G. Kantarcı | **Lecture** Epidemiology, Prevention and Control of Type II Diabetes Mellitus R. E. Sezer | **Independent Learning** | **Microbiology Laboratory** (Diagnostic Tests of Urogenital Specimens) Microbiology Instructors | **Group D** | **Group C IL** | **Group A & B IL** |
| 10.00- 10.50 | **Lecture** Benign Prostatic Hyperplasia-II M. Kuru | **Lecture** Chronic Kidney Disease G. Kantarcı | **Lecture** Acid/ Base Balance I G. Kantarcı | **Lecture** Reproductive, Maternal and Child Health II H. A. Taşyıkan | | **Group D II** | **Group C** | |
| 11.00- 11.50 | **Lecture** Urologic Emergencies M. Kuru | **Lecture** Estrogens, Progestines and Inhibitors I E. N. Özdamar | **Lecture** Acid/ Base Balance II G. Kantarcı | **Lecture** Reproductive, Maternal and Child Health II H. A. Taşyıkan | **Microbiology Laboratory** (Diagnostic Tests of Urogenital Specimens) Microbiology Instructors | **Group D & C IL** | **Group B** | **Group A IL** |
| 12.00- 12.50 | **Lecture** Approach to the Patient with Urinary Tract Symptoms M. Kuru | **Lecture** Estrogens, Progestines and Inhibitors II E. N. Özdamar | **Lecture** Clinical Study of Renal Functions and Urinary Findings G. Kantarcı | **Lecture** Reproductive, Maternal and Child Health II H. A. Taşyıkan | | | **Group B IL** | **Group A** |
| 12.50 -14.00 | **LUNCH BREAK** | | | | | | | |
| 14.00- 14.50 | **ICP-CSL** (Clinical Breast Examination) A. Akalın/ Ö. Tanrıöver | **ICP-CSL** (Clinical Breast Examination) A. Akalın/ Ö. Tanrıöver | **Independent Learning** | **Lecture** Urologic Oncology I M. Kuru | **ELECTIVE WEEK VI** | | **Independent Learning** | |
| 15.00- 15.50 | **Group A** Small Group Study SRPC / **Group B ICP** / **Group C & D IL** | **Group A IL** / **Group B IL** / **Group C ICP** / **Group D** Small Group Study SRPC | **ICP-CSL** (Clinical Breast Examination) A. Akalın/ Ö. Tanrıöver | **Lecture** Urologic Oncology II M. Kuru | | | | |
| 16.00- 16.50 | | | **Group B** Small Group Study SRPC / **Group A ICP** / **Group C IL** / **Group D IL** | **Lecture** Upper and Lower Urinary Tract Infections I Lecturer | **Independent Learning** | | **ELECTIVE WEEK VI** | |
| 17.00-17.50 | **Independent Learning** | **Independent Learning** | | **Lecture** Upper and Lower Urinary Tract Infections II Lecturer | | | | |

**COMMITTEE IV – ENDOCRINE, REPRODUCTIVE and URINARY SYSTEMS**

**WEEK VI / 29 Mar – 2 Apr 2021**

<table>
<tr><th></th><th colspan="3">Monday<br>29-Mar-2020</th><th>Tuesday<br>30-Mar-2020</th><th>Wednesday<br>31-Mar-2020</th><th colspan="4">Thursday<br>1-Apr-2020</th><th colspan="2">Friday<br>2-Apr-2020</th></tr>
<tr><td>09.00- 09.50</td><td colspan="3">Lecture<br>Pathophysiology of Urinary System Diseases I<br>M. Kaçar</td><td>Lecture<br>Hypothalamic and Pituitary Hormones I<br>E. N. Özdamar</td><td>Multidisciplinary Case Discussion Panel</td><td colspan="4">Independent Learning</td><td colspan="2">Independent Learning</td></tr>
<tr><td>10.00- 10.50</td><td colspan="3">Lecture<br>Pathophysiology of Urinary System Diseases II<br>M. Kaçar</td><td>Lecture<br>Hypothalamic and Pituitary Hormones II<br>E. N. Özdamar</td><td>Multidisciplinary Case Discussion Panel</td><td colspan="4">ICP-CSL<br>(Physical Examination of the Newborn and Child Patient)<br>Ç. Ayanoğlu/<br>M. Berber</td><td colspan="2">Independent Learning</td></tr>
<tr><td>11.00- 11.50</td><td colspan="3">Lecture<br>Pathology of Male Genital System I<br>E. Hacıhasanoğlu</td><td>Lecture<br>Relation Between Several Variables<br>Ç. Altunok</td><td>Lecture<br>Tubulointerstitial Diseases<br>G. Kantarcı</td><td rowspan="2">Group A ICP-CSL</td><td rowspan="2">Group B ICP-CSL</td><td rowspan="2">Group C IL</td><td rowspan="2">Group D IL</td><td colspan="2">Independent Learning</td></tr>
<tr><td>12.00- 12.50</td><td colspan="3">Lecture<br>Pathology of Male Genital System II<br>E. Hacıhasanoğlu</td><td>Lecture<br>Transplantation of Kidney<br>G. Tellioğlu</td><td>Lecture<br>Tubulointerstitial Diseases<br>G. Kantarcı</td><td colspan="2">Independent Learning</td></tr>
<tr><td>12.50- 14.00</td><td colspan="8">LUNCH BREAK</td></tr>
<tr><td>14.00- 14.50</td><td rowspan="2">Pathology Laboratory<br>(Urinary System)<br>A.Sav / F. Özkan</td><td rowspan="2">Group A IL</td><td rowspan="2">Group B</td><td>Lecture<br>Nephritic and Nephrotic Syndrome<br>T. Coşkun</td><td>Lecture<br>Delivery of Family Planning Services I<br>A. Akalın</td><td colspan="4">ICP-CSL<br>(Physical Examination of the Newborn and Child Patient)<br>Ç. Ayanoğlu/<br>M. Berber</td><td rowspan="2">ELECTIVE COURSE WEEK VII MID-TERM EXAM</td><td rowspan="2">Independent Learning</td></tr>
<tr><td>15.00- 15.50</td><td>Lecture<br>General Approach to the Pregnant Woman<br>Ö. Tanrıöver</td><td>Lecture<br>Delivery of Family Planning Services II<br>A. Akalın</td><td rowspan="2">Group A IL</td><td rowspan="2">Group B IL</td><td rowspan="2">Group C ICP-CSL</td><td rowspan="2">Group D ICP-CSL</td></tr>
<tr><td>16.00- 16.50</td><td rowspan="2">Pathology Laboratory<br>(Urinary System)<br>A.Sav / F. Özkan</td><td rowspan="2">Group A</td><td rowspan="2">Group B IL</td><td>Lecture<br>Embryology<br>O. Alagöz</td><td>Independent Learning</td><td rowspan="2">Independent Learning</td><td rowspan="2">ELECTIVE COURSE WEEK VII MID-TERM EXAM</td></tr>
<tr><td>17.00-17.50</td><td>Independent Learning</td><td>Independent Learning</td><td colspan="4">Independent Learning</td></tr>
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**COMMITTEE IV – ENDOCRINE, REPRODUCTIVE and URINARY SYSTEMS**

**WEEK VII / 5 – 9 Apr 2021**

<table>
<tr><th></th><th>Monday<br>5-Apr-2021</th><th>Tuesday<br>6-Apr-2021</th><th>Wednesday<br>7-Apr-2021</th><th>Thursday<br>8-Apr-2021</th><th colspan="2">Friday<br>9-Apr-2021</th></tr>
<tr><td>09.00- 09.50</td><td rowspan="3">Independent Learning</td><td rowspan="3">Independent Learning</td><td rowspan="3">Independent Learning</td><td rowspan="3">Independent Learning</td><td colspan="2">Independent Learning</td></tr>
<tr><td>10.00- 10.50</td><td colspan="2" rowspan="3">COMMITTEE EXAM</td></tr>
<tr><td>11.00- 11.50</td></tr>
<tr><td>12.00- 12.50</td><td colspan="4">LUNCH BREAK</td><td colspan="2">Program Evaluation Session<br>Committee IV<br>Coordination Committee Members</td></tr>
<tr><td>12.50- 14.00</td><td rowspan="4">Independent Learning</td><td rowspan="4">Independent Learning</td><td rowspan="4">Independent Learning</td><td rowspan="4">Independent Learning</td><td rowspan="2">ELECTIVE<br>WEEK VIII</td><td rowspan="2">Independent<br>Learning</td></tr>
<tr><td>14.00- 14.50</td></tr>
<tr><td>15.00- 15.50</td><td rowspan="2">Independent<br>Learning</td><td rowspan="2">ELECTIVE<br>WEEK VIII</td></tr>
<tr><td>16.00- 16.50</td></tr>
<tr><td>17.00-17.50</td><td colspan="2"></td></tr>
</table>

## COMMITTEE V - NERVOUS SYSTEM AND PYSCHIATRY

## DISTRIBUTION of LECTURE HOURS

## April 12, 2021 – May 28, 2021

## COMMITTEE DURATION: 7 WEEKS

| MED 302 | INTRODUCTION to CLINICAL SCIENCES | ABBR. | THEO. | PRAC. | LAB/CSL | DISCUSSION | TOTAL |
|---|---|---|---|---|---|---|---|
| DISCIPLINE | NEUROSURGERY | NRS | 15 | 1x2=2 (2 Groups) | | | **17** |
| | NEUROLOGY | NR | 13 | 1x4=4 (2 Groups) | | | **17** |
| | PHARMACOLOGY | PC | 17 | | | | **17** |
| | PATHOLOGY | PT | 11 | | 1x2=2 (2 Groups) | | **13** |
| | PSYCHIATRY | PCH | 12 | | | | **12** |
| | PEDIATRICS | PED | 4 | | | | **4** |
| | PUBLIC HEALTH | PH | 4 | | | | **4** |
| | FAMILY MEDICINE | FM | 3 | | | | **3** |
| | BIOISTATISTICS | BS | 3 | | | | **3** |
| | CHILD PSYCHIATRY | C-PCH | 3 | | | | **3** |
| | MEDICAL GENETICS | MG | 3 | | | | **3** |
| | OPHTALMOLOGY | OPT | 3 | | | | **3** |
| | PATHOPHYSIOLOGY | PP | 2 | | | | **2** |
| | IMMUNOLOGY | IMM | 2 | | | | **2** |
| | INFECTIOUS DISEASES & MEDICAL MICROBIOLOGY | IDCM | 2 | | | | **2** |
| | RADIOLOGY | RAD | 1 | | | | **1** |
| | EMERGENCY MEDICINE | EM | 1 | | | | **1** |
| | INTERDISCIPLINARY | MCDP | | | | 2 | **2** |
| | **TOTAL** | | 99 | 6 | 2 | 2 | **109** |
| | **OTHER COURSES** | | | | | | |
| | SCIENTIFIC RESEARCH and PROJECT COURSE-III | SRPC | | | | 1x2=2 (4 Groups) | **2** |
| **MED 303** | INTRODUCTION to CLINICAL PRACTICE III | ICP III | | | 2x3=6 (4 Groups) | | **6** |
| **TOTAL** | | | **100** | **6** | **8** | **4** | **117** |
| | **INDEPENDENT LEARNING** | | | | | | **103** |

## Coordination Committee

| | |
|---|---|
| **HEAD** | N. Berfu Akbaş, MD, Assoc. Prof. |
| **SECRETARY** | Hakan Şilek, MD, Assist. Prof. |
| **MEMBER** | Vildan Öztürk, MD, Assist. Prof. |
| **MEMBER** | Okan Taycan, MD, Assoc. Prof. |
| **MEMBER** | Erdem Söztutar, MD, Assist. Prof. |

## COMMITTEE V - NERVOUS SYSTEM and PSYCHIATRY
## LECTURERS

| MED 302 INTRODUCTION to CLINICAL SCIENCES | |
|---|---|
| **DISCIPLINE** | **LECTURERS** |
| **NEUROLOGY** | Berrin Aktekin, MD, Prof.<br>Halide Rengin Bilgen, MD<br>Hakan Şilek, MD |
| **PSYCHIATRY** | Hakan Atalay, MD, Assoc. Prof.<br>Okan Taycan, MD, Assoc. Prof. |
| **CHILD PSYCHIATRY** | Oğuzhan Zahmacıoğlu, MD, Assist. Prof |
| **NEUROSURGERY** | M.Gazi Yaşargil, MD, Prof.<br>Uğur Türe, MD, Prof.<br>Ahmet Hilmi Kaya, MD, Prof. |
| **PATHOLOGY** | Aydın Sav, MD, Prof. |
| **PATHOPHYSIOLOGY** | Mehtap Kaçar, MD, Assoc. Prof. |
| **PHARMACOLOGY** | Ece Genç, PhD, Prof.<br>Emine Nur Özdamar, MD, Assist. Prof. |
| **PEDIATRICS** | Mustafa Berber, MD, Assist. Prof. |
| **PUBLIC HEALTH** | Recep Erol Sezer, MD, Prof. |
| **FAMILY MEDICINE** | Güldal İzbırak, MD, Assoc. Prof.<br>Özlem Tanrıöver, MD, Prof. |
| **RADIOLOGY** | O.Melih Topçuoğlu, MD, Assoc. Prof. |
| **MEDICAL GENETICS** | Ayşegül Çınar Kuşkucu, MD, Assist. Prof. |
| **INFECTIOUS DISEASES & MEDICAL MICROBIOLOGY** | Meral Sönmezoğlu, MD, Prof. |
| **OPHTALMOLOGY** | Vildan Öztürk, MD, Assist. Prof. |
| **BIOSTATISTICS** | Çiğdem Altunok, PhD, Assist. Prof. |
| **EMERGENCY MEDICINE** | Cem Şimşek, MD, Assist. Prof. |
| **IMMUNOLOGY** | Gülderen Yanıkkaya Demirel, MD, PhD, Prof. |
| **OTHER COURSES** | |
| **DISCIPLINE** | **LECTURERS** |
| SCIENTIFIC RESEARCH and PROJECT COURSE-III | Bayram Yılmaz, PhD, Prof.<br>Hale Arık Taşyıkan, MD, Assist Prof. |

| MED 303 INTRODUCTION to CLINICAL PRACTICE III | |
|---|---|
| **DISCIPLINE** | **LECTURERS** |
| CLINICAL SKILLS LAB | Halide Rengin Bilgen, MD, Assist. Prof.<br>Hakan Şilek, MD, Assoc. Prof.<br>Naz Berfu Akbaş, MD, Assoc. Prof.<br>Oğuzhan Zahmacıoğlu, MD Assoc. Prof.<br>Dilek Barutçu Ataş, MD, Assist. Prof.<br>Kübra Yıldız, MD, Assist. Prof. |

# AIMS and LEARNING OBJECTIVES

**AIMS**

**In evidence-based manner,**

1. ***to remind*** knowledge on anatomy, histology and physiology of nervous system,
2. ***to convey*** knowledge on etiopathogenesis of clinical conditions which are frequent in community and/or pose high risk for individual or community health, and/or life-threatening or constitute an emergency related to nervous system and psychiatry,
3. ***to convey*** knowledge on epidemiology of clinical conditions which are frequent in community and/or pose high risk for individual or community health, and/or life-threatening or constitute an emergency related to nervous system and psychiatry,
4. ***to convey*** necessary knowledge on prevention of clinical conditions, and protection or improvement of health against those clinical conditions related to nervous system and psychiatry,
5. ***to convey*** knowledge on mechanism of occurrence for frequently encountered clinical complaints, symptoms, signs and findings in clinical conditions which are frequent in community and/or pose high risk for individual or community health, and/or life-threatening or constitute an emergency related to nervous system and psychiatry,
6. ***to convey*** necessary knowledge together with performance measures on health care processes, clinical decision-making process, clinical decisions and clinical practices required for managing clinical conditions related to nervous system and psychiatry, which are frequent in community and/or pose high risk for individual or community health, and/or life-threatening or constitute an emergency, at the level of primary health care service,
7. ***to convey*** necessary knowledge on drugs that are effective on nervous system or on clinical conditions related to nervous system and psychiatry,
8. ***to convey*** necessary knowledge on professional standards, organizational ethics, and ethics of psychiatry***,***
9. ***to convey*** necessary knowledge on common problems in medical research,
10. ***to convey*** knowledge on phytotherapeutic agents,
11. ***to equip with*** basic and advanced clinical skills *(suturing and tying-C7, neuropsychiatric evaluation-C7)* required at primary health care service level.

**LEARNING OBJECTIVES**

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

1.0. ***recall*** anatomy, histology and physiology of nervous system,
2.0. ***define*** biochemical and psychodynamical basis of behavior,
3.0. ***grade*** physical, psychosocial and cognitive development of child,
4.0. ***explain*** etiopathogenesis of clinical conditions (central and peripheral nervous system disorders, epilepsy, organic brain syndromes, CNS tumors, psychiatric disorders/diseases) which are frequent in community and/or pose high risk for individual or community health, and/or life-threatening or constitute an emergency related to nervous system and psychiatry,
5.0. ***explain*** epidemiology of clinical conditions which are frequent in community and/or pose high risk for individual or community health, and/or life-threatening or constitute an emergency related to to nervous system and psychiatry,
6.0. ***explain*** prevention of clinical conditions, and protection or improvement of health against those clinical conditions related to nervous system and psychiatry,
7.0. ***describe*** mechanisms of occurrence for frequently encountered clinical complaints, symptoms, signs and findings in clinical conditions which are frequent in community and/or pose high risk for individual or community health, and/or life-threatening or constitute an emergency related to nervous system and psychiatry,
8.0. at multi-system level and/or related to cardiovascular and respiratory systems system,

- for healthy conditions in an individual or community with a request against clinical conditions that pose risks,
- in an individual with clinical complaint, symptom, sign or laboratory/imaging finding or in a community,
- for clinical conditions which are frequent in community and/or pose high risk for individual or community health, and/or life-threatening or constitute an emergency,

***explain*** in an evidence-based manner and together with performance measures from the aspects of reliability, practicality and outcomes,

- health care processes, clinical decision-making process, clinical decisions and clinical practices

which are required for management at primary health care service level:

8.1. practice of history taking and physical examination (neurological/neuropsychiatric-C7)

8.2. evaluation of emergency case (neurological emergencies-C7)

8.3. approach to healthy individual or patient (neurological symptoms-C7, headache-C7, depression-C7, dementia-C7)

8.4. laboratory tests/examinations

8.5. imaging tests/examinations (conventional neuroradiological examinations-C7, spinal neuroradiology-C7, cranial CT-C7, cranial MRI-C7, brain perfusion scintigraphy-C7, brain PET-C7)

8.6. point of care testing

8.7. making preliminary diagnosis or definitive diagnosis decision

8.8. making non-intervention or intervention decision

8.9. practicing non-intervention or intervention

8.10. referral/transport of healthy individual or patient

9.0. ***explain*** pharmacology of drugs (parkinsonism and other movement disorders, antiepileptics, CNS stimulants and hallusinogenic drugs, sedative/hypnotic drugs, opioid analgesics and antagonists, general/local anesthetics, antipsychotic drugs, bipolar disease and lithium, antidepressant drugs, alcohols, drug dependence and abuse) that are effective on nervous system or on clinical conditions related to nervous system and psychiatry,

10.0.***describe*** professional standards, organizational ethics, and ethics in psychiatry,

11.0. ***list*** common problems in medical research,

12.0. ***perform*** basic clinical skills, practiced on phantom models (suturing and tying-C7), and advanced clinical skills, practiced on simulated/standardized patients (neuropsychiatric evaluation-C7), required at primary health care service.

# COMMITTEE ASSESSMENT MATRIX

| PHASE III<br>**COURSE:** MED 302 INTRODUCTION to CLINICAL SCIENCES<br>**COURSE COMPONENT:** COMMITTEE V - NERVOUS SYSTEM and PSYCHIATRY | | | | | | |
|---|---|---|---|---|---|---|
| **QUESTION DISTRIBUTION TABLE** | | | | | | |
| **LEARNING OBJECTIVE** | **DISCIPLINE** | **LECTURER/ INSTRUCTOR** | **NUMBER of QUESTIONS (MCQ)** | | | |
| | | | **CE** | **FE** | **IE** | **Total** |
| 9.0 | PC | E. Genç<br>E. N. Özdamar | 14 | 5 | 5 | **24** |
| 1.0, 4.0-8.0 | NRS | M.G. Yaşargil<br>U. Türe<br>A.H. Kaya<br>V. Harput | 14 | 5 | 5 | **24** |
| 1.0, 4.0-8.0 | NR | B. Aktekin<br>H. Şilek<br>H. R. Bilgen | 12 | 4 | 4 | **20** |
| 1.0, 2.0, 4.0-8.0, 10.0 | PCH | H. Atalay | 10 | 4 | 4 | **18** |
| 1.0, 4.0, 7.0 | PT | A. Sav | 9 | 3 | 3 | **15** |
| 1.0, 3.0-8.0 | PED | M. Berber | 4 | 1 | 1 | **6** |
| 4.0, 7.0 | IMM | G. Y. Demirel | 2 | 1 | 1 | **4** |
| 5.0, 6.0 | PH | R.E. Sezer | 3 | 1 | 1 | **5** |
| 8.3 | FM | G. İzbırak<br>Ö. Tanrıöver | 4 | 1 | 1 | **6** |
| 11.0 | BS | Ç. Altunok | 3 | 1 | 1 | **5** |
| 2.0 | MG | A.Ç. Kuşkucu | 3 | 1 | 1 | **5** |
| 2.0-8.0, 10.0 | C-PCH | O. Zahmacıoğlu | 3 | 1 | 1 | **5** |
| 1.0, 4.0-8.0 | OPT | V. Öztürk | 3 | 1 | 1 | **5** |
| 4.0, 7.0 | PP | M. Kaçar | 2 | 1 | 1 | **4** |
| 4.0-7.0, 8.4 | IDCM | M. Sönmezoğlu | 2 | 1 | 1 | **4** |
| 8.5 | RAD | O.M. Topçuoğlu | 1 | 0 | 0 | **1** |
| 8.2 | EM | C. Şimşek | 1 | 0 | 0 | **1** |
| **TOTAL** | | | **90** | **31** | **31** | **152** |
| **LEARNING OBJECTIVE** | **FACULTY DEPARTMENT** | **LECTURER/INSTRUCTOR** | **NUMBER of QUESTIONS (EMQ)** | | | |
| | | | **CE** | **FE** | **IE** | **Total** |
| 1.0., 4.0.-8.0. | NR | B. Örmeci | 2 | - | - | **2** |
| 1.0., 2.0., 4.0.-8.0., 10.0. | PCH | B. Akbaş | 2 | - | - | **2** |
| 1.0., 4.0.-8.0. | NRS | U. Türe | 1 | - | - | **1** |
| **TOTAL** | | | **5** | **-** | **-** | **5** |

**CS*= 90 pts** (MCQ) **+ 10 pts** (EMQ) **= 100 points**

*Each MCQ has a value of **1** points; each EMQ question has a value of **2** points.

**Abbreviations**

**MCQ:** Multiple Choice Question
**EMQ:** Extending Matching Question
**CE:** Committee Exam
**CS:** Committee Score
**FE:** Final Exam
**ICE:** Incomplete Exam
**pts:** Points
****31** out of 200 FE and ICE MCQs will be from Committee V (Each question is of worth 0.5 points).

**COMMITTEE V - NERVOUS SYSTEM and PYSCHIATRY**
**WEEK I / 12 – 16 Apr 2021**

| | Monday<br>12-Apr-2021 | Tuesday<br>13-Apr-2021 | Wednesday<br>14-Apr-2021 | Thursday<br>15-Apr-2021 | Friday<br>16-Apr-2021 | |
|---|---|---|---|---|---|---|
| **09.00- 09.50** | **Independent Learning** | **Lecture**<br>Pathology of Myelin & Neuronal Storage Diseases I<br>A. Sav | **Lecture**<br>Epilepsy<br>B. Aktekin | **Independent Learning** | **Lecture**<br>Pharmacological Approach to Parkinsonism & Other Movement Disorders I<br>E. Genç | |
| **10.00- 10.50** | **Lecture**<br>Signs and Symptoms in Neurology<br>B. Aktekin | **Lecture**<br>Pathology of Myelin & Neuronal Storage Diseases II<br>A. Sav | **Lecture**<br>Peripheral Nerve Compression Sydromes<br>A. H. Kaya | **Lecture**<br>Surgical Neuroanatomy<br>U. Türe | **Lecture**<br>Pharmacological Approach to Parkinsonism & Other Movement Disorders II<br>E. Genç | |
| **11.00- 11.50** | **Lecture**<br>Cranial Nerves I<br>R. Bilgen | **Lecture**<br>Developmental Disorders of CNS<br>A. Sav | **Lecture**<br>Spinal Cord Compression and Spinal Tumors<br>A. H. Kaya | **Lecture**<br>Cerebrovascular Diseases in Neurosurgery I<br>U. Türe | **Lecture**<br>Headache in Neurologic Patient<br>H. Şilek | |
| **12.00- 12.50** | **Lecture**<br>Cranial Nerves II<br>R. Bilgen | **Lecture**<br>Introduction to Central Nervous System Pharmacology<br>E. Genç | **Lecture**<br>Degenerative Diseases of the Spine and the Spinal Cord<br>A. H. Kaya | **Lecture**<br>Cerebrovascular Diseases in Neurosurgery II<br>U. Türe | **Lecture**<br>Neurological Emergencies<br>R. Bilgen | |
| **12.50 – 14.00** | **LUNCH BREAK** | | | | | |
| **14.00- 14.50** | **Lecture**<br>Pathophysiology of Nervous System Diseases I<br>M. Kaçar | **Lecture**<br>Demyelinating Disorders I<br>R. Bilgen | **Lecture**<br>Cerebral Lobes and their Disorders<br>B. Aktekin | **Independent Learning** | **ELECTIVE WEEK IX** | **Independent Learning** |
| **15.00- 15.50** | **Lecture**<br>Pathophysiology of Nervous System Diseases II<br>M. Kaçar | **Lecture**<br>Demyelinating Disorders II<br>R. Bilgen | **Lecture**<br>Dementia<br>R. Bilgen | **Independent Learning** | | |
| **16.00- 16.50** | **Lecture**<br>Neuroimmunological Disorders<br>G. Yanıkkaya Demirel | **Lecture**<br>Approach to Intoxicated Patient<br>C. Şimşek | **Lecture**<br>Extrapyramidal System Disorders<br>H. Şilek | **Independent Learning** | **Independent Learning** | **ELECTIVE WEEK IX** |
| **17.00-17.50** | **Lecture**<br>Neuroimmunological Disorders<br>G. Yanıkkaya Demirel | **Independent Learning** | **Independent Learning** | **Independent Learning** | | |

**IL: Independent Learning, CSL: Clinical Skills Learning, YH: Yeditepe University Hospital. Student groups for laboratory/practice sessions will be announced by coordinators.**

**COMMITTEE V - NERVOUS SYSTEM and PYSCHIATRY**
**WEEK II / 19 – 23 Apr 2021**

| | Monday<br>19-Apr-2021 | Tuesday<br>20-Apr-2021 | Wednesday<br>21-Apr-2021 | Thursday<br>22-Apr-2021 | Friday<br>23-Apr-2021 |
|---|---|---|---|---|---|
| **09.00- 09.50** | **Lecture**<br>Clinical Presentation, Anatomic Concepts and Diagnosis in a Neurosurgical Patient<br>Lecturer | **Lecture**<br>Public Health and Aging I<br>R. E. Sezer | **Neurology Clinical Training**<br>H.Şilek | **Neurology Clinical Training**<br>H. Şilek | **NATIONAL HOLIDAY** |
| **10.00- 10.50** | **Lecture**<br>Pediatric Neurosurgery<br>Lecturer | **Lecture**<br>Public Health and Aging II<br>R. E. Sezer | **Group A** / **Group B** / **Group C IL** / **Group D IL** | **Group A IL** / **Group B IL** / **Group C** / **Group D** | |
| **11.00- 11.50** | **Lecture**<br>Hydrocephalus<br>Lecturer | **Lecture**<br>Paralytic Strabismus and Nistagmus<br>V. Öztürk | | | |
| **12.00- 12.50** | **Lecture**<br>Neurosurgical Infections<br>Lecturer | **Lecture**<br>Conventional Neuroradiological Examinations<br>O. M. Topçuoğlu | | | |
| **12.50 – 14.00** | **LUNCH BREAK** | | | | |
| **14.00- 14.50** | **Lecture**<br>Neurodegenerative Disorders I<br>A. Sav | **Lecture**<br>Infectious Disease of the Nervous System<br>M. Berber | **Lecture**<br>Peripheral Nerve Disorders<br>H. Şilek | **Lecture**<br>Cranial Trauma & Intracranial Hemorrhage I<br>A. Sav | **NATIONAL HOLIDAY** |
| **15.00- 15.50** | **Lecture**<br>Neurodegenerative Disorders II<br>A. Sav | **Lecture**<br>Neurodegenerative Disorders<br>M. Berber | **Lecture**<br>Cerebrovascular Disease<br>H. Şilek | **Lecture**<br>Cranial Trauma & Intracranial Hemorrhage II<br>A. Sav | |
| **16.00- 16.50** | **Independent Learning** | **Independent Learning** | **Independent Learning** | **Independent Learning** | |
| **17.00-17.50** | **Independent Learning** | **Independent Learning** | **Independent Learning** | **Independent Learning** | |

**COMMITTEE V - NERVOUS SYSTEM and PYSCHIATRY**
**WEEK III / 26 – 30 Apr 2021**

| | Monday<br>26-Apr-2021 | Tuesday<br>27-Apr-2021 | Wednesday<br>28-Apr-2021 | Thursday<br>29-Apr-2021 | Friday<br>30-Apr-2021 |
|---|---|---|---|---|---|
| **09.00- 09.50** | **Lecture**<br>Tumors of CNS I<br>A. Sav | **Lecture**<br>Antiepileptics<br>E. Genç | **Neurosurgery Clinical Training**<br>Lecturer | **Pathology Laboratory Lecture**<br>Nervous System<br>A.Sav | **Neurosurgery Clinical Training**<br>Lecturer |
| **10.00- 10.50** | **Lecture**<br>Tumors of CNS II<br>A. Sav | **Lecture**<br>Functional Neurosurgery<br>Lecturer | **Group A** / **Group B** / **Group C IL** / **Group D IL** | **Pathology Laboratory Lecture**<br>Nervous System<br>A.Sav | **Group A IL** / **Group B IL** / **Group C** / **Group D** |
| **11.00- 11.50** | **Lecture**<br>Intracranial Tumors II<br>M. Gazi Yaşargil | **Lecture**<br>Spinal Trauma in Neurosurgery<br>Lecturer | **Lecture**<br>Genetic Etiology of Mental Retardation I<br>A. Ç. Kuşkucu | **Pathology Laboratory Lecture**<br>Nervous System<br>A.Sav | **Lecture**<br>Cerebral Malformations<br>M. Berber |
| **12.00- 12.50** | **Lecture**<br>Intracranial Tumors I<br>M. Gazi Yaşargil | **Lecture**<br>Cranial Trauma in Neurosurgery<br>Lecturer | **Lecture**<br>Genetic Etiology of Mental Retardation II<br>A. Ç. Kuşkucu | **Pathology Laboratory Lecture**<br>Nervous System<br>A.Sav | **Lecture**<br>Mental and Motor Development<br>M. Berber |
| **12.50 – 14.00** | **LUNCH BREAK** | | | | |
| **14.00- 14.50** | **Lecture**<br>Bipolar Disease & Lithium<br>E. N. Özdamar | **Lecture**<br>Culture, Health and Illness<br>R. E. Sezer | **Lecture**<br>Diseases of Optic Nerves and Visual Fields<br>V. Öztürk | **ICP-CSL**<br>(Neurological Examination & Psychiatric Examination)<br>N.B. Akbaş / O. Zahmacıoğlu/ H. Şilek | **ELECTIVE WEEK X** / **Independent Learning** |
| **15.00- 15.50** | **Lecture**<br>Antipsychotic Drugs<br>E. N. Özdamar | **Lecture**<br>Behavioral Determinants of Health and Disease<br>R. E. Sezer | **Lecture**<br>Pupilla<br>V. Öztürk | **Group A IL** / **Group B IL** / **Group D** Small Group Study SRPC / **Group C ICP** | |
| **16.00- 16.50** | **Lecture**<br>Approach to Smoking Patient in Primary Care<br>Ö. Tanrıöver | **Independent Learning** | **Independent Learning** | | **Independent Learning** / **ELECTIVE WEEK X** |
| **17.00-17.50** | **Independent Learning** | **Independent Learning** | **Independent Learning** | | |

**COMMITTEE V - NERVOUS SYSTEM and PYSCHIATRY**
**WEEK IV / 3 – 7 May 2021**

| | Monday<br>3-May-2021 | Tuesday<br>4-May-2021 | Wednesday<br>5-May-2021 | Thursday<br>6-May-2021 | Friday<br>7-May-2021 | |
|---|---|---|---|---|---|---|
| **09.00- 09.50** | **Lecture**<br>Opioid Analgesics & Antagonists I<br>E. Genç | **Lecture**<br>Introduction to Psychiatry<br>O. Taycan | **ICP-CSL**<br>(General Physical Examination)<br>D. B. Ataş/ K. Yıldız | **ICP-CSL**<br>(Neurological Examination & Psychiatric Examination)<br>N. B. Akbaş/ O. Zahmacıoğlu/ H. Şilek | **Lecture**<br>Analysis of Survival Studies I<br>Ç. Altunok | |
| **10.00- 10.50** | **Lecture**<br>Opioid Analgesics & Antagonists II<br>E. Genç | **Lecture**<br>Psychiatric Interview, History<br>O. Taycan | **Group A ICP** / **Group B IL** / **Group C IL** / **Group D IL** | **Group A** Small Group Study SRPC / **Group B ICP** / **Group C IL** / **Group D IL** | **Lecture**<br>Analysis of Survival Studies II<br>Ç. Altunok | |
| **11.00- 11.50** | **Lecture**<br>Psychiatric Epidemiology and Classification<br>N.B. Akbaş | **Lecture**<br>Acute and Chronic Meningitis, Encephalitis I<br>M. Sönmezoğlu | | | **Lecture**<br>Local Anesthetics<br>E. Genç | |
| **12.00- 12.50** | **Lecture**<br>Antimigraine Drugs<br>E. N. Özdamar | **Lecture**<br>Acute and Chronic Meningitis, Encephalitis II<br>M. Sönmezoğlu | **Independent Learning** | **Independent Learning** | **Lecture**<br>General Anesthetics<br>E. Genç | |
| **12.50 – 14.00** | **LUNCH BREAK** | | | | | |
| **14.00- 14.50** | **Lecture**<br>Infectious Diseases of CNS I<br>A. Sav | **Lecture**<br>Design of Survival Studies<br>Ç. Altunok | **ICP-CSL**<br>(Neurological Examination & Psychiatric Examination)<br>N. B. Akbaş/ O. Zahmacıoğlu/ H. Şilek | **ICP-CSL**<br>(General Physical Examination)<br>D. B. Ataş / K. Yıldız | **ELECTIVE WEEK XI** | **Independent Learning** |
| **15.00- 15.50** | **Lecture**<br>Infectious Diseases of CNS II<br>A. Sav | **Lecture**<br>General Physical Examination<br>D. B. Ataş | **Group A ICP** / **Group B** Small Group Study SRPC / **Group C IL** / **Group D IL** | **Group A IL** / **Group B ICP** / **Group C IL** / **Group D IL** | | |
| **16.00- 16.50** | **Independent Learning** | **Independent Learning** | | | **Independent Learning** | **ELECTIVE WEEK XI** |
| **17.00-17.50** | **Independent Learning** | **Independent Learning** | **Independent Learning** | **Independent Learning** | | |

**COMMITTEE V - NERVOUS SYSTEM AND PYSCHIATRY**
**WEEK V / 10 – 14 Apr 2021**

| | Monday<br>10-May-2021 | Tuesday<br>11-May-2021 | Wednesday<br>12-May-2021 | Thursday<br>13-May-2021 | Friday<br>14-May-2021 |
|---|---|---|---|---|---|
| **09.00- 09.50** | **Lecture**<br>Schizophrenia Spectrum and Other Psychotic Disorders I<br>O. Taycan | **Lecture**<br>Neuroscience I<br>N.B. Akbaş | **Independent Learning** | **RAMADAN FEAST** | **RAMADAN FEAST** |
| **10.00- 10.50** | **Lecture**<br>Schizophrenia Spectrum and Other Psychotic Disorders II<br>O. Taycan | **Lecture**<br>Neuroscience II<br>N.B. Akbaş | | | |
| **11.00- 11.50** | **Lecture**<br>Drug Dependence & Abuse<br>E. Genç | **Lecture**<br>Developmental Psychopathology: Risk and Protective Factors in Mental Development<br>O. Taycan | | | |
| **12.00- 12.50** | **Lecture**<br>The Alcohols<br>E. Genç | **Lecture**<br>Signs and Symptoms in Psychiatry<br>O. Taycan | | | |
| **12.50 – 14.00** | **LUNCH BREAK** | | | | |
| **14.00- 14.50** | **Lecture**<br>Genetic Aspects of Psychiatric Disorders<br>A. Ç. Kuşkucu | **Independent Learning** | **RAMADAN FEAST EVE** | **RAMADAN FEAST** | **RAMADAN FEAST** |
| **15.00- 15.50** | **Lecture**<br>Antidepressant Drugs<br>E. N. Özdamar | **Independent Learning** | | | |
| **16.00- 16.50** | **Independent Learning** | **Independent Learning** | | | |
| **17.00-17.50** | **Independent Learning** | **Independent Learning** | | | |

**COMMITTEE V - NERVOUS SYSTEM AND PYSCHIATRY**
**WEEK VI / 17 -21 May 2021**

<table>
<tr><th></th><th>Monday<br>17-May-2021</th><th>Tuesday<br>18-May-2021</th><th>Wednesday<br>19-May-2021</th><th>Thursday<br>20-May-2021</th><th>Friday<br>21-May-2021</th></tr>
<tr><td>09.00- 09.50</td><td>Lecture<br>Depression in Primary Care<br>G. İzbırak</td><td>Lecture<br>Introduction to Child and Adolescent Psychiatry<br>O. Zahmacıoğlu</td><td rowspan="4">COMMEMORATION OF ATATÜRK,<br>YOUTH and SPORTS DAY</td><td colspan="4">ICP-CSL<br>(Neurological Examination & Psychiatric Examination)<br>N.B. Akbaş / O. Zahmacıoğlu/ H. Şilek</td><td colspan="4">ICP-CSL<br>(General Physical Examination)<br>D. B. Ataş / K. Yıldız</td></tr>
<tr><td>10.00- 10.50</td><td>Lecture<br>Approach to the Patient with Dementia in Primary Care<br>G. İzbırak</td><td>Lecture<br>Common Childhood Psychiatric Problems<br>O. Zahmacıoğlu</td><td rowspan="3">Group A IL</td><td rowspan="3">Group B IL</td><td rowspan="3">Group D ICP</td><td rowspan="3">Group C<br>Small Group Study<br>SRPC</td><td>Group A IL</td><td>Group B IL</td><td>Group C ICP</td><td>Group D IL</td></tr>
<tr><td>11.00- 11.50</td><td>Lecture<br>Sedative / Hypnotic Drugs I<br>E. Genç</td><td>Lecture<br>Mental Development in Childhood and Adolescence<br>O. Zahmacıoğlu</td><td colspan="4" rowspan="2">Independent Learning</td></tr>
<tr><td>12.00- 12.50</td><td>Lecture<br>Sedative / Hypnotic Drugs II<br>E. Genç</td><td>Lecture<br>CNS Stimulants and Hallusinogenic Drugs<br>E. Genç</td></tr>
<tr><td>12.50 – 14.00</td><td colspan="5">LUNCH BREAK</td></tr>
<tr><td>14.00- 14.50</td><td>Lecture<br>Mood Disorders I<br>B. Akbaş</td><td>Multidisciplinary Case Discussion Panel</td><td rowspan="4">COMMEMORATION OF ATATÜRK,<br>YOUTH and SPORTS DAY</td><td colspan="4">ICP-CSL<br>(General Physical Examination)<br>D. B. Ataş / K. Yıldız</td><td rowspan="2">ELECTIVE WEEK XII</td><td rowspan="2">Independent Learning</td></tr>
<tr><td>15.00- 15.50</td><td>Lecture<br>Mood Disorders II<br>B. Akbaş</td><td>Multidisciplinary Case Discussion Panel</td><td rowspan="2">Group A IL</td><td rowspan="2">Group B IL</td><td rowspan="2">Group D ICP</td><td rowspan="2">Group C IL</td></tr>
<tr><td>16.00- 16.50</td><td>Lecture<br>Anxiety Disorders: An Introduction<br>B. Akbaş</td><td>Independent Learning</td><td rowspan="2">Independent Learning</td><td rowspan="2">ELECTIVE WEEK XII</td></tr>
<tr><td>17.00-17.50</td><td>Independent Learning</td><td>Independent Learning</td><td colspan="4">Independent Learning</td></tr>
</table>

**COMMITTEE V - NERVOUS SYSTEM AND PYSCHIATRY**
**WEEK VII / 24 – 28 May 2021**

<table>
<tr><th></th><th>Monday<br>24-May-2021</th><th>Tuesday<br>25-May-2021</th><th>Wednesday<br>26-May-2021</th><th>Thursday<br>27-May-2021</th><th colspan="2">Friday<br>28-May-2021</th></tr>
<tr><td>09.00- 09.50</td><td rowspan="4">Independent Learning</td><td rowspan="4">Independent Learning</td><td rowspan="4">Independent Learning</td><td rowspan="4">Independent Learning</td><td colspan="2">Independent Learning</td></tr>
<tr><td>10.00- 10.50</td><td colspan="2" rowspan="3">COMMITTEE EXAM</td></tr>
<tr><td>11.00- 11.50</td></tr>
<tr><td>12.00- 12.50</td></tr>
<tr><td>12.50 – 14.00</td><td colspan="4">LUNCH BREAK</td><td colspan="2">Program Evaluation Session<br>Committee V<br>Coordination Committee<br>Members</td></tr>
<tr><td>14.00- 14.50</td><td rowspan="4">Independent Learning</td><td rowspan="4">Independent Learning</td><td rowspan="4">Independent Learning</td><td rowspan="4">Independent Learning</td><td rowspan="2">ELECTIVE<br>WEEK XIII</td><td rowspan="2">Independent<br>Learning</td></tr>
<tr><td>15.00- 15.50</td></tr>
<tr><td>16.00- 16.50</td><td rowspan="2">Independent<br>Learning</td><td rowspan="2">ELECTIVE<br>WEEK XIII</td></tr>
<tr><td>17.00-17.50</td></tr>
</table>

## COMMITTEE VI - MUSCULOSKELETAL SYSTEM

## DISTRIBUTION of LECTURE HOURS

## May 31, 2021 – July 02, 2021

## COMMITTEE DURATION: 5 WEEKS

| MED 302 | INTRODUCTION to CLINICAL SCIENCES | ABBR. | THEO. | PRAC. | LAB/CSL | DISCUSSION | TOTAL |
|---|---|---|---|---|---|---|---|
| DISCIPLINE | ORTHOPAEDICS & TRAUMATOLOGY | ORT | 19 | | | | **19** |
| | PATHOLOGY | PT | 13 | | 1x2=2 (4 Groups) | | **15** |
| | RHEUMATOLOGY | RHE | 9 | | | | **9** |
| | PHARMACOLOGY | PC | 5 | | | | **5** |
| | PHYSICAL MEDICINE AND REHABILITATION | PTR | 4 | | | | **4** |
| | PUBLIC HEALTH | PH | 4 | | | | **4** |
| | BIOSTATISTICS | BS | 3 | | | | **3** |
| | PATHOPHYSIOLOGY | PP | 2 | | | | **2** |
| | IMMUNOLOGY | IMM | 2 | | | | **2** |
| | MEDICAL GENETICS | MG | 2 | | | | **2** |
| | EMERGENCY MEDICINE | EM | 2 | | | | **2** |
| | RADIOLOGY | RAD | 1 | | | | **1** |
| | INTERDISCIPLINARY | MCDP | | | | 2 | **2** |
| | **TOTAL** | | 66 | | 2 | 2 | **70** |
| | **OTHER COURSES** | | | | | | |
| | SCIENTIFIC RESEARCH and PROJECT COURSE-III | SRPC | | | | 1x2=2 (4 Groups) | **2** |
| **MED 303** | INTRODUCTION to CLINICAL PRACTICE III | ICP III | | | 1x3=3 (4 Groups) | | **3** |
| **TOTAL** | | | **66** | | **5** | **4** | **75** |
| | **INDEPENDENT LEARNING** | | | | | | **81** |

## Coordination Committee

| | |
|---|---|
| **HEAD** | Müge Bıçakçıgil Kalaycı, MD, Assoc. Prof |
| **SECRETARY** | Onur Kocadal, MD, Assist. Prof. |
| **MEMBER** | Gökhan Meriç, MD, Assoc. Prof. |
| **MEMBER** | Özgür Ortancıl, MD, Prof. |
| **MEMBER** | Pınar Tura, MD, Assist. Prof. |

## COMMITTEE VI - MUSCULOSKELETAL SYSTEM

## LECTURERS

| MED 302 INTRODUCTION to CLINICAL SCIENCES | |
|---|---|
| **DISCIPLINE** | **FACULTY** |
| ORTHOPAEDICS & TRAUMATOLOGY | Faik Altıntaş, MD, Prof.<br>Turhan Özler, MD, Assoc. Prof.<br>Gökhan Meriç, MD, Assoc. Prof.<br>Hakan Turan Çift, MD, Assoc. Prof.<br>Onur Kocadal, MD, Assist. Prof.<br>Burak Çağrı Aksu, MD, Assist. Prof. |
| PHYSICAL MEDICINE AND REHABILITATION | Özgür Ortancıl, MD, Prof. |
| RHEUMATOLOGY | Müge Bıçakçıgil Kalaycı, MD, Assoc. Prof |
| PATHOLOGY | Aydın Sav, MD, Prof.<br>Ferda Özkan, MD, Prof. |
| PATHOPHYSIOLOGY | Mehtap Kaçar, MD, Assoc. Prof. |
| PHARMACOLOGY | Ece Genç, PhD, Prof.<br>Emine Nur Özdamar, MD, Assist. Prof |
| IMMUNOLOGY | Gülderen Yanıkkaya Demirel, MD, PhD, Prof. |
| PUBLIC HEALTH | Recep Erol Sezer, MD, Prof<br>Hale Arık Taşyıkan, MD, Assist. Prof |
| MEDICAL GENETICS | Ayşegül Çınar Kuşkucu, MD, Assist. Prof. |
| RADIOLOGY | Neslihan Taşdelen, MD, Assoc. Prof. |
| EMERGENCY MEDICINE | Sezgin Sarıkaya, MD, Assoc. Prof<br>Pınar Tura, MD, Assist. Prof. |
| BIOSTATISTICS | Çiğdem Altunok, PhD, Assist. Prof. |
| **OTHER COURSES** | |
| **DISCIPLINE** | **LECTURERS** |
| SCIENTIFIC RESEARCH and PROJECT COURSE-III | Bayram Yılmaz, PhD, Prof.<br>Hale Arık Taşyıkan, MD, Assist Prof. |

| MED 303 INTRODUCTION to CLINICAL PRACTICE III | |
|---|---|
| **DISCIPLINE** | **LECTURERS** |
| CLINICAL SKILLS LAB | Hakan Turan Çift, MD, Assoc. Prof.<br>Gökhan Meriç, MD, Assoc. Prof.<br>Onur Kocadal, MD, Assist. Prof.<br>Fırat Demircan, MD<br>Utku Göktuğ, MD<br>Süleyman Orman, MD<br>Sermet Karagül, MD<br>Murat Kuru, MD<br>Mirkhakig Javadov, MD<br>Burak Çağrı Aksu, MD<br>Utku Göktuğ, MD |

## COMMITTEE VI - MUSCULOSKELETAL SYSTEM
## AIMS and LEARNING OBJECTIVES

**AIMS**

***In evidence based manner,***

1. ***to remind*** knowledge on anatomy, histology and physiology of musculoskeletal system,
2. ***to convey*** knowledge on etiopathogenesis of clinical conditions which are frequent in community and/or pose high risk for individual or community health, and/or life-threatening or constitute an emergency related to musculoskeletal system,
3. ***to convey*** knowledge on epidemiology of clinical conditions which are frequent in community and/or pose high risk for individual or community health, and/or life-threatening or constitute an emergency related to musculoskeletal system,
4. ***to convey*** necessary knowledge on prevention of clinical conditions, and protection or improvement of health against those clinical conditions related to musculoskeletal system,
5. ***to convey*** knowledge on mechanims of occurence for frequently encountered clinical complaints, symptoms, signs and findings in clinical conditions which are frequent in community and/or pose high risk for individual or community health, and/or life-threatening or constitute an emergency related to musculoskeletal system,
6. ***to convey*** necessary knowledge together with performance measures on health care processes, clinical decision making process, clinical decisions and clinical practices required for managing clinical conditions related to musculoskeletal system, which are frequent in community and/or pose high risk for individual or community health, and/or life-threatening or constitute an emergency, at the level of primary health care service,
7. ***to convey*** necessary knowledge on pharmacology of drugs that are effective on musculoskeletal system or on clinical conditions related to musculoskeletal system,
8. ***to convey*** necessary knowledge on ethics in biomedical research,
9. ***to convey*** necessary knowledge on clinical research methods and searching medical literature,
10. ***to convey*** necessary knowledge on phytotherapeutic agents,
11. ***to equip with*** basic and advanced clinical skills (peripheral venous catheter insertion-C8, physical examination of musculoskeletal system-C8) required at primary health care service level.

**LEARNING OBJECTIVES**

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

1.0. ***recall*** anatomy, histology and physiology of musculoskeletal system,

2.0. ***explain*** etiopathogenesis of clinical conditions (congenital, traumatic, metabolic, degenerative, onocological conditions of bone, rheumotological disorders, disaeses/disorders of connective tissue, vascular diseases, pathological posture, pain) which are frequent in community and/or pose high risk for individual or community health, and/or life-threatening or constitute an emergency related to musculoskeletal system,

3.0. ***explain*** epidemiology of clinical conditions which are frequent in community and/or pose high risk for individual or community health, and/or life-threatening or constitute an emergency related to musculoskeletal system,

4.0. ***explain*** prevention of clinical conditions, and protection or improvement of health against those clinical conditions related to musculoskeletal system,

5.0. ***describe*** mechanisms of occurrence for frequently encountered clinical complaints, symptoms, signs and findings in clinical conditions which are frequent in community and/or pose high risk for individual or community health, and/or life-threatening or constitute an emergency related to musculoskeletal system,

6.0. at multi-system level and/or related to cardiovascular and respiratory systems system,

- for healthy conditions in an individual or community with a request against clinical conditions that pose risks,
- in an individual with clinical complaint, symptom, sign or laboratory/imaging finding or in a community,
- for clinical conditions which are frequent in community and/or pose high risk for individual or community health, and/or life-threatening or constitute an emergency,

***explain*** in an evidence-based manner and together with performance measures from the aspects of reliability, practicality and outcomes,

- health care processes, clinical decision making process, clinical decisions and clinical practices

which are required for management at primary health care service level:

6.1. practice of history taking and physical examination (musculoskeletal-C8)
6.2. evaluation of emergency case (trauma-C8)
6.3. approach to healthy individual or patient (musculoskeletal dysfunction-C8)
6.4. laboratory tests/examinations (monitarization of drug therapy-C8)
6.5. imaging tests/examinations (radiological imaging of musculoskeletal system-C8, radiological examinations in benign ve malign tumors of bones-C8, bone scintigraphy-C8)
6.6. point of care testing
6.7. making preliminary diagnosis or definitive diagnosis decision
6.8. making non-intervention or intervention decision
6.9. practicing non-intervention or intervention
6.10. referral/transport of healthy individual or patient
7.0. ***explain*** pharmacology of drugs (non-opioid analgesics, skeletal muscle relaxants, disease modifying antirheumatic drugs) that are effective on musculoskeletal system or on clinical conditions related to musculoskeletal system,
8.0. ***explain*** effects of phytotherapeutic agents on musculoskeletal system or on clinical conditions related to musculoskeletal system,
9.0.***explain*** use of biostatistics in clinical research and for evidence search in medical literature,
10.0. ***perform*** basic clinical skills, practiced on phantom models (peripheral venous catheter insertion-C8), and advanced clinical skills, practiced on simulated/standardized patients (physical examination of musculoskeletal system-C8), required at primary health care service.

## COMMITTEE VI - MUSCULOSKELETAL SYSTEM

## COMMITTEE ASSESSMENT MATRIX

| **PHASE III**<br>**COURSE:** MED 302 INTRODUCTION to CLINICAL SCIENCES<br>**COURSE COMPONENT:** COMMITTEE VI - MUSCULOSKELETAL SYSTEM | | | | | | |
|---|---|---|---|---|---|---|
| **QUESTION DISTRIBUTION TABLE** | | | | | | |
| **LEARNING OBJECTIVE** | **DISCIPLINE** | **LECTURER/ INSTRUCTOR** | **NUMBER of QUESTIONS (MCQ)** | | | |
| | | | **CE** | **FE** | **IE** | **Total** |
| 1.0-6.10 | ORT | F. Altıntaş<br>B. Ç. Aksu<br>T. Özler<br>G. Meriç<br>O. Kocadal<br>H. T. Çift | 24 | 7 | 7 | **38** |
| 1.0, 2.0, 5.0 | PT | F. Özkan<br>A. Sav | 18 | 4 | 4 | **26** |
| 1.0.-6.0 | RHE | M. Bıçakçıgil Kalaycı | 13 | 3 | 3 | **19** |
| 7.0. | PC | E. Genç<br>E. N. Özdamar | 7 | 2 | 2 | **11** |
| 3.0, 4.0 | PH | R.E. Sezer<br>H.A.Taşyıkan | 5 | 1 | 1 | **7** |
| 1.0-6.0 | PTR | Ö. Ortancıl | 5 | 1 | 1 | **7** |
| 1.0, 2.0, 5.0 | IMM | G. Y. Demirel | 3 | 1 | 1 | **5** |
| 9.0 | BS | Ç. Altunok | 4 | 1 | 1 | **6** |
| 1.0, 2.0, 5.0 | PP | M. Kaçar | 3 | 1 | 1 | **5** |
| 2.0 | MG | A.Ç. Kuşkucu | 3 | 0 | 0 | **3** |
| 6.2 | EM | S. Sarıkaya<br>P. Tura | 4 | 1 | 1 | **6** |
| 6.5 | RAD | N. Taşdelen | 1 | 0 | 0 | **1** |
| | | **TOTAL** | **90** | **22** | **22** | **134** |
| **LEARNING OBJECTIVE** | **FACULTY DEPARTMENT** | **LECTURER / INSTRUCTOR** | **NUMBER of QUESTIONS (EMQ)** | | | |
| | | | **CE** | **FE** | **IE** | **Total** |
| 1.0.-6.0 | RHE | M. Bıçakçıgil Kalaycı | 2 | - | - | 2 |
| 1.0-6.10 | ORT | O. Kocadal | 2 | - | - | 2 |
| 1.0-6.0 | PTR | Ö. Ortancıl | 1 | | | 1 |
| | | **TOTAL** | **5** | **-** | **-** | **5** |

**CS*= 90 pts** (MCQ) **+ 10 pts** (EMQ) **= 100 points**

*Each MCQ has a value of **1** points; each EMQ question has a value of **2** points.

**Abbreviations**

**MCQ:** Multiple Choice Question
**EMQ:** Extending Matching Question
**CE:** Committee Exam
**CS:** Committee Score
**FE:** Final Exam
**ICE:** Incomplete Exam
**pts:** Points
****21** out of 200 FE and ICE MCQs will be from Committee VI (Each question is of worth **0.5** pts).

**COMMITTEE VI - MUSCULOSKELETAL SYSTEM**
**WEEK I / 31 May – 4 Jun 2021**

| | Monday<br>31-May-2021 | Tuesday<br>1-Jun-2021 | Wednesday<br>2-Jun-2021 | Thursday<br>3-Jun-2021 | Friday<br>4-Jun-2021 |
|---|---|---|---|---|---|
| **09.00- 09.50** | **Lecture**<br>Introduction to Musculoskeletal System<br>F. Altıntaş | **Lecture**<br>Degenerative Joint Disease<br>F. Özkan | **Lecture**<br>Osteoporosis and Osteoarthritis Treatment, Rehabilitation<br>Ö. Ortancıl | **ICP-CSL**<br>(Physical Examination of the Musculoskeletal System)<br>H. T. Çift / O. Kocadal / G. Meriç | **Lecture**<br>Public Health and Physical Activity I<br>R. E. Sezer |
| **10.00- 10.50** | **Lecture**<br>Degenerative Osteoarthrosis<br>F. Altıntaş | **Lecture**<br>Tumors of Soft Tissues I<br>F. Özkan | **Lecture**<br>Soft Tissue Pain<br>Ö. Ortancıl | **Group A ICP** / **Group B Small Group Study** SRPC / **Group C IL** / **Group D IL** | **Lecture**<br>Public Health and Physical Activity II<br>R. E. Sezer |
| **11.00- 11.50** | **Lecture**<br>Pathophysiology of Musculoskeletal System Disorders I<br>M. Kaçar | **Lecture**<br>Tumors of Soft Tissues II<br>F. Özkan | **Lecture**<br>Bone and Joint Infections<br>Pathology Lecturer | | **Lecture**<br>Vasculitis I<br>F. Özkan |
| **12.00- 12.50** | **Lecture**<br>Pathophysiology of Musculoskeletal System Disorders II<br>M. Kaçar | **Lecture**<br>Frostbite / Burns<br>P. Tura | **Lecture**<br>Myopathies<br>Pathology Lecturer | **Independent learning** | **Lecture**<br>Vasculitis II<br>F. Özkan |
| **12.50 – 14.00** | **LUNCH BREAK** | | | | |
| **14.00- 14.50** | **Lecture**<br>Congenital & Metabolic Diseases of Bone I<br>Pathology Lecturer | **Lecture**<br>Spondylarthropaties<br>M. Bıçakçıgil Kalaycı | **Lecture**<br>Foot Deformities<br>B. Ç. Aksu | **Independent Learning** | **ELECTIVE WEEK XIV** / **Independent Learning** |
| **15.00- 15.50** | **Lecture**<br>Congenital & Metabolic Diseases of Bone II<br>Pathology Lecturer | **Lecture**<br>Inflammatory Polyarthritis & Rheumatoid Arthritis<br>M. Bıçakçıgil Kalaycı | **Lecture**<br>Principles of Fracture Healing<br>B. Ç. Aksu | | |
| **16.00- 16.50** | **Independent Learning** | **Independent Learning** | **Lecture**<br>Initial Approach to Trauma Patient<br>S. Sarıkaya | | **Independent Learning** / **ELECTIVE WEEK XIV** |
| **17.00-17.50** | **Independent Learning** | **Independent Learning** | **Independent Learning** | | |

**IL: Independent Learning, CSL: Clinical Skills Learning, YH: Yeditepe University Hospital. Student groups for laboratory/practice sessions will be announced by coordinators.**

**COMMITTEE VI - MUSCULOSKELETAL SYSTEM**
**WEEK II / 7-11 June 2021**

| | Monday 7-Jun-2021 | Tuesday 8-Jun-2021 | Wednesday 9-Jun-2021 | Thursday 10-Jun-2021 | Friday 11-Jun-2021 |
|---|---|---|---|---|---|
| **09.00- 09.50** | **Lecture**<br>Imaging of Musculoskeletal System<br>N. Taşdelen | **ICP-CSL**<br>**(**Suturing Technique)<br>Dr. Süleyman Orman / Dr. Sermet Karagül | **Lecture**<br>Osteomyelitis<br>O. Kocadal | **ICP-CSL**<br>**(**Physical Examination of the Musculoskeletal System)<br>H. T. Çift / O. Kocadal / G. Meriç | **Lecture**<br>Lower Extremity Trauma<br>G. Meriç |
| **10.00- 10.50** | **Lecture**<br>Miscellanous Rheumatological Disorders I<br>M. Bıçakçıgil Kalaycı | **Group A** Small Group Study SRPC / **Group B ICP** / **Group C IL** / **Group D IL** | **Lecture**<br>Septic Artritis<br>O. Kocadal | **Group A** Small Group Study SRPC / **Group B ICP** / **Group C IL** / **Group D IL** | **Lecture**<br>Traumatic Dislocations<br>G. Meriç |
| **11.00- 11.50** | **Lecture**<br>Miscellanous Rheumatological Disorders II<br>M. Bıçakçıgil Kalaycı | | **Lecture**<br>Development Dysplasia of the Hip<br>O. Kocadal | | **Lecture**<br>Spinal Trauma<br>G. Meriç |
| **12.00- 12.50** | **Lecture**<br>Miscellanous Rheumatological Disorders III<br>M. Bıçakçıgil Kalaycı | **Independent Learning** | **Lecture**<br>Upper Extremity Trauma<br>O. Kocadal | **Independent Learning** | **Lecture**<br>Skeletal Dysplasias<br>A. Ç. Kuşkucu |
| **12.50 – 14.00** | **LUNCH BREAK** | | | | |
| **14.00- 14.50** | **Lecture**<br>Neck, Shoulder and Wrist Pain<br>Ö. Ortancıl | **ICP-CSL**<br>**(**Suturing Technique)<br>Dr. Burak Çağrı Aksu / Dr. Utku Göktuğ | **ICP-CSL**<br>(Physical Examination of the Musculoskeletal System)<br>H. T. Çift / O. Kocadal / G. Meriç | **ICP-CSL**<br>(Physical Examination of the Musculoskeletal System)<br>H. T. Çift / O. Kocadal / G. Meriç | **Independent Learning** |
| **15.00- 15.50** | **Lecture**<br>Low Back, Hip and Ankle Pain<br>Ö. Ortancıl | **Group A IL** / **Group B IL** / **Group C** Small Group Study SRPC / **Group D ICP** | **Group A IL** / **Group B IL** / **Group C** Small Group Study SRPC / **Group D ICP** | **Group A IL** / **Group B IL** / **Group C ICP** / **Group D** Small Group Study SRPC | |
| **16.00- 16.50** | **Lecture**<br>Epidemiology, Prevention and Control of Occupational Diseases and Injuries I<br>H.A. Taşyıkan | | | | |
| **17.00-17.50** | **Lecture**<br>Epidemiology, Prevention and Control of Occupational Diseases and Injuries II<br>H.A. Taşyıkan | **Independent Learning** | **Independent Learning** | **Independent Learning** | |

**COMMITTEE VI - MUSCULOSKELETAL SYSTEM**
**WEEK III / 14-18 Jun 2021**

<table>
<tr><th></th><th>Monday<br>14-Jun-2021</th><th>Tuesday<br>15-Jun-2021</th><th>Wednesday<br>16-Jun-2021</th><th>Thursday<br>17-Jun-2021</th><th>Friday<br>18-Jun-2021</th></tr>
<tr><td>09.00- 09.50</td><td colspan="4">ICP-CSL<br>(Suturing Technique)<br>Dr. Murat Kuru / Dr. Mirkhakig Javadov</td><td rowspan="4">Independent Learning</td><td>Lecture<br>Connective Tissue Disorders I<br>M. Bıçakçıgil Kalaycı</td><td>Lecture<br>Spinal Deformities<br>H. T. Çift</td><td>Lecture<br>Management of the Trauma Patient<br>T. Özler</td></tr>
<tr><td>10.00- 10.50</td><td rowspan="2">Group A IL</td><td rowspan="2">Group B IL</td><td rowspan="2">Group C ICP</td><td rowspan="2">Group D Small Group Study SRPC</td><td>Lecture<br>Connective Tissue Disorders II<br>M. Bıçakçıgil Kalaycı</td><td>Lecture<br>Osteoporosis<br>H. T. Çift</td><td>Lecture<br>Complications of Fractures<br>G. Meriç</td></tr>
<tr><td>11.00- 11.50</td><td>Lecture<br>Nonsteroidal Antiinflammatory Drugs I<br>E. Genç</td><td>Lecture<br>Benign Tumors of Bone<br>H. T. Çift</td><td>Lecture<br>Some Common Problems in Medical Research<br>Ç. Altunok</td></tr>
<tr><td>12.00- 12.50</td><td colspan="4">Independent Learning</td><td>Lecture<br>Nonsteroidal Antiinflammatory Drugs II<br>E. Genç</td><td>Lecture<br>Malignant Tumors of Bone<br>H. T. Çift</td><td>Lecture<br>Power Analysis and Sample Size Calculation I<br>Ç. Altunok</td></tr>
<tr><td>12.50 – 14.00</td><td colspan="6">LUNCH BREAK</td></tr>
<tr><td>14.00- 14.50</td><td colspan="4">ICP-CSL<br>(Suturing Technique)<br>Dr. Fırat Demircan / Dr. Utku Göktuğ</td><td rowspan="4">Independent Learning</td><td rowspan="4">Independent Learning</td><td rowspan="4">Independent Learning</td><td rowspan="4">Independent Learning</td></tr>
<tr><td>15.00- 15.50</td><td rowspan="2">Group A ICP</td><td rowspan="2">Group B Small Group Study SRPC</td><td rowspan="2">Group C IL</td><td rowspan="2">Group D IL</td></tr>
<tr><td>16.00- 16.50</td></tr>
<tr><td>17.00-17.50</td><td colspan="4">Independent Learning</td></tr>
</table>

**Elective Courses Make-up Exams June 14-18, 2021**

**COMMITTEE VI - MUSCULOSKELETAL SYSTEM**
**WEEK IV / 21-25 June 2021**

| | Monday<br>21-Jun-2021 | Tuesday<br>22-Jun-2021 | Wednesday<br>23-Jun-2021 | Thursday<br>24-Jun-2021 | Friday<br>25-Jun-2021 |
|---|---|---|---|---|---|
| **09.00- 09.50** | **Lecture**<br>Disease Modifying Antirheumatic Drugs<br>Pharmacology Lecturer | **Lecture**<br>Autopsy I<br>A. Sav | **Lecture**<br>Vasculitis I<br>M. Bıçakçıgil Kalaycı | **Independent Learning** | **Independent Learning** |
| **10.00- 10.50** | **Lecture**<br>Pharmacology Case Studies<br>Pharmacology Lecturer | **Lecture**<br>Autopsy II<br>A. Sav | **Lecture**<br>Vasculitis II<br>M. Bıçakçıgil Kalaycı | | |
| **11.00- 11.50** | **Lecture**<br>Immune Mechanisms of Musculoskeletal Disorders<br>G. Yanıkkaya Demirel | **Lecture**<br>Power Analysis and Sample Size Calculation II<br>Ç. Altunok | **Lecture**<br>Management of Soft Tissue Disorders<br>T. Özler | | |
| **12.00- 12.50** | **Lecture**<br>Immune Mechanisms of Musculoskeletal Disorders<br>G. Yanıkkaya Demirel | **Lecture**<br>Muscular Dystrophies<br>A. Ç.Kuşkucu | **Lecture**<br>Fractures of Children<br>T. Özler | | |
| **12.50 – 14.00** | **LUNCH BREAK** | | | | |
| **14.00- 14.50** | **Lecture**<br>Skeletal Muscle Relaxants<br>E. Genç | **Lecture**<br>Bone Tumors I<br>Pathology Lecturer | **Multidisciplinary Case Discussion Panel** | **Independent Learning** | **Independent Learning** |
| **15.00- 15.50** | **Independent Learning** | **Lecture**<br>Bone Tumors II<br>Pathology Lecturer | **Multidisciplinary Case Discussion Panel** | | |
| **16.00- 16.50** | | **Pathology Laboratory** (Musculoskeletal System) A.Sav / F. Özkan — Group A / Group B IL | **Independent Learning** | | |
| **17.00-17.50** | | Group A IL / Group B | **Independent Learning** | | |

**Elective Courses Final Exams June 21-28, 2021**

**COMMITTEE VI - MUSCULOSKELETAL SYSTEM**
**WEEK V / 28 June – 2 July 2021**

| | Monday<br>28-Jun-2021 | Tuesday<br>29-Jun-2021 | Wednesday<br>30-Jun-2021 | Thursday<br>1-Jun-2021 | Friday<br>2-Jun-2021 |
|---|---|---|---|---|---|
| 09.00- 09.50 | Independent Learning | Independent Learning | Independent Learning | Independent Learning | Independent Learning |
| 10.00- 10.50 | | | | | |
| 11.00- 11.50 | | | | | COMMITTEE EXAM |
| 12.00- 12.50 | | | | | |
| 12.50 – 14.00 | LUNCH BREAK | | | | Program Evaluation Session<br>Committee VI<br>Coordination Committee Members |
| 14.00- 14.50 | Independent Learning | Independent Learning | Independent Learning | Independent Learning | Independent Learning |
| 15.00- 15.50 | | | | | |
| 16.00- 16.50 | | | | | |
| 17.00-17.50 | | | | | |

## 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 committee.

## LIST OF STUDENT COUNSELING - PHASE III

| | STUDENT | | | COUNSELOR |
|---|---|---|---|---|
| | **Student No** | **Name** | **Surname** | **Name** |
| **1** | 20200800131 | MAHMOUD | ABOUKHREIS | DR. ÖĞR. ÜYESİ HALE ARIK TAŞYIKAN |
| **2** | 20180800116 | İLAYDA | AGAR | PROF. DR. TURGAY İSBİR |
| **3** | 20180800079 | ASYA | AKOVA | PROF. DR. ECE GENÇ |
| **4** | 20190800018 | MEHMET | AKYÜZ | DR. ÖĞR. ÜYESİ EMİNE NUR ÖZDAMAR |
| **5** | 20180800121 | MAHMOUD | ALJOBBEH | DR. ÖĞR. ÜYESİ MOHAMMED ELSAYED ELGAZZAR |
| **6** | 20170800073 | BARTU | ALKIŞER | PROF. DR. TURGAY İSBİR |
| **7** | 20180800036 | EKİN SU | ALPSAR | DR. ÖĞR. ÜYESİ EMİNE NUR ÖZDAMAR |
| **8** | 20180800125 | MARYAM | AL-RUBAYE | DR. ÖĞR. ÜYESİ MOHAMMED ELSAYED ELGAZZAR |
| **9** | 20200800011 | ÖZLEM | ALTUN | PROF. DR. ECE GENÇ |
| **10** | 20170800031 | SÜMEYYE | ALTUNEL | DR. ÖĞR. ÜYESİ EMİNE NUR ÖZDAMAR |
| **11** | 20200800004 | ADNAN | ANJARY | PROF. DR. GÜLDEREN YANIKKAYA DEMİREL |
| **12** | 20180800114 | FURKAN | ARIK | DR. ÖĞR. ÜYESİ EMİNE NUR ÖZDAMAR |
| **13** | 20200800009 | İPEK | ARSLAN | PROF. DR. ECE GENÇ |
| **14** | 20180800066 | ÇAĞLA | ATAY | DR. ÖĞR. ÜYESİ EMİNE NUR ÖZDAMAR |
| **15** | 20200800005 | BURCU | AYDIN | DR. ÖĞR. ÜYESİ EMİNE NUR ÖZDAMAR |
| **16** | 20200800008 | YASEMİN | BAHADIR | DR. ÖĞR. ÜYESİ EMİNE NUR ÖZDAMAR |
| **17** | 20180800033 | EZGİ | BARIŞ | DOÇ. DR. GÜLDAL İZBIRAK |
| **18** | 20180800038 | EKİN BORA | BAŞARAN | DR. ÖĞR. ÜYESİ EMİNE NUR ÖZDAMAR |
| **19** | 20180800105 | LARA | BİLİCİ | PROF. DR. ECE GENÇ |
| **20** | 20200800017 | ALİ BORA | BODUR | DR. ÖĞR. ÜYESİ BİLGE GÜVENÇ TUNA |
| **21** | 20180800115 | BAŞAK | BÜYÜKKÜRKÇÜ | DOÇ. DR. MEHTAP KAÇAR |
| **22** | 20170800103 | SUMEYYE | CAM | PROF. DR. EROL SEZER |
| **23** | 20190800014 | MUSTAFA | CEYLAN | DR. ÖĞR. ÜYESİ ÇİĞDEM ALTUNOK |
| **24** | 20180800069 | İREM | ÇIRPICI | DR. ÖĞR. ÜYESİ BİLGE GÜVENÇ TUNA |
| **25** | 20200800014 | LARA | ÇİTİL | DR. ÖĞR. ÜYESİ SERDAR ÖZDEMİR |
| **26** | 20170800090 | BENGİSU | ÇÖKELEK | DR. ÖĞR. ÜYESİ BİLGE GÜVENÇ TUNA |
| **27** | 20180800101 | TOLGA | ÇÖKMEZ | DOÇ. DR. DENİZ KIRAÇ |
| **28** | 20180800045 | İREM | DALKIRAN | DOÇ. DR. DENİZ KIRAÇ |
| **29** | 20180800084 | ULAŞ BEJAN | DEMİR | DR. ÖĞR. ÜYESİ ALEV CUMBUL |
| **30** | 20180800057 | ORKUN | DEMİROK | DR. ÖĞR. ÜYESİ SERDAR ÖZDEMİR |
| **31** | 20180800063 | AYÇA ZEYNEP | DOĞAN | DOÇ. DR. AYLİN YABA UÇAR |
| **32** | 20180800044 | EMİR | DOĞAN | DR. ÖĞR. ÜYESİ SERDAR ÖZDEMİR |
| **33** | 20170800096 | ROZERİN EZGİ | DUMAN | PROF. DR. GÜLDEREN YANIKKAYA DEMİREL |
| **34** | 20200800006 | LALE LEMAN | EDİS | DOÇ. DR. DENİZ KIRAÇ |
| **35** | 20170800098 | MUHAMMET ALİ | EKER | DOÇ. DR. MEHTAP KAÇAR |
| **36** | 20200800132 | ALAUDDIN | ELKMESHI | DR. ÖĞR. ÜYESİ MOHAMMED ELSAYED ELGAZZAR |
| **37** | 20180800030 | JAMAL | ELMONTASER | DR. ÖĞR. ÜYESİ MOHAMMED ELSAYED ELGAZZAR |
| **38** | 20180800073 | ÖMER | EMANET | PROF. DR. RECEP EROL SEZER |
| **39** | 20170800020 | ATABERK | ERDEM | PROF. DR. RECEP EROL SEZER |
| **40** | 20180800083 | EMRE | ERDEN | PROF. DR. RECEP EROL SEZER |
| **41** | 20180800035 | RECEP | ERDOĞAN | DOÇ. DR. DENİZ KIRAÇ |

| | | | | |
|---|---|---|---|---|
| **42** | 20180800064 | BANU | ERKAL | DOÇ. DR. ÇAĞATAY ACUNER |
| **43** | 20180800070 | OZAN | ERTAM | DOÇ. DR. ÇAĞATAY ACUNER |
| **44** | 20180800046 | EDA | ERTAV | DR. ÖĞR. ÜYESİ ALEV CUMBUL |
| **45** | 20170800115 | NAGİHAN | ESİM | DR. ÖĞR. ÜYESİ ALEV CUMBUL |
| **46** | 20200800010 | JALE ALKIM | EVLİYAOĞLU | PROF. DR. İNCİ ÖZDEN |
| **47** | 20180800100 | TUANA | GAYRET | DOÇ. DR. SONER DOĞAN |
| **48** | 20180800128 | HAMAD | GHAZI MOHAMED | DR. ÖĞR. ÜYESİ MOHAMMED ELSAYED ELGAZZAR |
| **49** | 20170800034 | CEMİL CEM | GİRİŞKEN | DOÇ. DR. SONER DOĞAN |
| **50** | 20170800023 | GAYE | GÜNER | DR. ÖĞR. ÜYESİ BİLGE GÜVENÇ TUNA |
| **51** | 20180800041 | MELTEM ÖZGE | GÜNEŞ | DR. ÖĞR. ÜYESİ BİLGE GÜVENÇ TUNA |
| **52** | 20180800118 | DALYA | GÜRKAN | DOÇ. DR. BURCU GEMİCİ |
| **53** | 20180800076 | EGE | GÜRLÜ | DOÇ. DR. BURCU GEMİCİ |
| **54** | 20180800008 | AHMAD HANI KHAMIS | HAMAD | DR. ÖĞR. ÜYESİ MOHAMMED ELSAYED ELGAZZAR |
| **55** | 20180800002 | AHMET | HATİPOĞLU | DOÇ. DR. AYLİN YABA UÇAR |
| **56** | 20180800071 | ATAHAN | İNAN | DR. ÖĞR. ÜYESİ ERDEM SÖZTUTAR |
| **57** | 20170800018 | BARKIN | KAHVECİGİL | DR. ÖĞR. ÜYESİ ERDEM SÖZTUTAR |
| **58** | 20170800077 | FATMANUR İREM | KANDEMİR | DR. ÖĞR. ÜYESİ ERDEM SÖZTUTAR |
| **59** | 20200800023 | BERKE TUĞKAN | KARAAĞAÇ | DR. ÖĞR. ÜYESİ ERDEM SÖZTUTAR |
| **60** | 20180800099 | DENİZ BADE | KARAKAŞ | PROF. DR. ECE GENÇ |
| **61** | 20180800026 | OSAMA | KARIMA | DR. ÖĞR. ÜYESİ ÇİĞDEM ALTUNOK |
| **62** | 20170800101 | AYŞE IRMAK | KARUN | PROF. DR. GÜLDEREN YANIKKAYA DEMİREL |
| **63** | 20170800099 | İREMNUR | KAVAN | PROF. DR. ECE GENÇ |
| **64** | 20190800019 | EZGİ DERYA | KAYA | DOÇ. DR. DENİZ KIRAÇ |
| **65** | 20180800097 | EFE ERALP | KAYA | DR. ÖĞR. ÜYESİ HALE ARIK TAŞYIKAN |
| **66** | 20180800007 | ALAA AHMED METWALLY | KHATTAB | DR. ÖĞR. ÜYESİ MOHAMMED ELSAYED ELGAZZAR |
| **67** | 20200800124 | EZGİ ELÇİN | KÖKSAL | DR. ÖĞR. ÜYESİ ALEV CUMBUL |
| **68** | 20180800109 | KAAN ARDA | KÖSE | DR. ÖĞR. ÜYESİ HALE ARIK TAŞYIKAN |
| **69** | 20170800083 | ALİ TAN | KÜÇÜKBASMACI | DR. ÖĞR. ÜYESİ ALEV CUMBUL |
| **70** | 20180800056 | ZEYNEP | LÜMALI | DR. ÖĞR. ÜYESİ HALE ARIK TAŞYIKAN |
| **71** | 20180800017 | HAJER | MAZAGRI | PROF. DR. İNCİ ÖZDEN |
| **72** | 20180800104 | AYŞE BUSE | MELİK | DR. ÖĞR. ÜYESİ HALE ARIK TAŞYIKAN |
| **73** | 20180800053 | YAĞMUR | MERT | DR. ÖĞR. ÜYESİ HALE ARIK TAŞYIKAN |
| **74** | 20180800048 | ELİF | MERT | DR. ÖĞR. ÜYESİ HALE ARIK TAŞYIKAN |
| **75** | 20180800074 | ELVİN İZEL | MISIRLIOĞLU | DOÇ. DR. AYLİN YABA UÇAR |
| **76** | 20170800114 | NEDA | MUMCU | DR. ÖĞR. ÜYESİ SERDAR ÖZDEMİR |
| **77** | 20180800001 | NEGAR | NAGHSHHEL MAST | DR. ÖĞR. ÜYESİ MOHAMMED ELSAYED ELGAZZAR |
| **78** | 20180800059 | BÜŞRA | NECCAR | PROF. DR. RECEP EROL SEZER |
| **79** | 20180800013 | DİLŞAT | ONAY | PROF. DR. RECEP EROL SEZER |
| **80** | 20180800120 | TUĞBA | OZEDIRNE | DOÇ. DR. DENİZ KIRAÇ |
| **81** | 20160800102 | TALHA | ÖNER | DR. ÖĞR. ÜYESİ BİLGE GÜVENÇ TUNA |
| **82** | 20180800058 | İZEM | ÖNGÜNŞEN | DR. ÖĞR. ÜYESİ ÇİĞDEM ALTUNOK |
| **83** | 20180800004 | DENİZ | ÖZALP | DR. ÖĞR. ÜYESİ ÇİĞDEM ALTUNOK |
| **84** | 20170800079 | IŞIL SERAY | ÖZDEŞ | PROF. DR. GÜLDEREN YANIKKAYA DEMİREL |

| | | | | |
|---|---|---|---|---|
| **85** | 20180800052 | ÖZLEM | ÖZDİREK | PROF. DR. GÜLDEREN YANIKKAYA DEMİREL |
| **86** | 20180800072 | ADİL ONUR | POLAT | DR. ÖĞR. ÜYESİ SERDAR ÖZDEMİR |
| **87** | 20180800055 | ÖYKÜ | PÜSKÜLLÜOĞLU | DR. ÖĞR. ÜYESİ SERDAR ÖZDEMİR |
| **88** | 20180800078 | ALARA YAĞMUR | RADAVUŞ | DR. ÖĞR. ÜYESİ MEHTAP KAÇAR |
| **89** | 20170800042 | ÖZGE | SABUNCU | DR. ÖĞR. ÜYESİ MEHTAP KAÇAR |
| **90** | 20180800092 | UYGAR | SARISALTIK | DOÇ. DR. ÖZLEM TANRIÖVER |
| **91** | 20170800021 | OZAN | SAVAŞ | PROF. DR. ECE GENÇ |
| **92** | 20180800096 | ECE | SEÇEN | DOÇ. DR. ÇAĞATAY ACUNER |
| **93** | 20180800113 | İNCİ | SEVDİK | DR. ÖĞR. ÜYESİ ÇİĞDEM ALTUNOK |
| **94** | 20180800123 | HADI | SLAIMAN | DR. ÖĞR. ÜYESİ ÇİĞDEM ALTUNOK |
| **95** | 20180800112 | FEYZAN | SÖYLEMEZ | DR. ÖĞR. ÜYESİ ÇİĞDEM ALTUNOK |
| **96** | 20170800097 | İBRAHİM ONUR | ŞAHİN | DR. ÖĞR. ÜYESİ ÇİĞDEM ALTUNOK |
| **97** | 20170800052 | ELİFSU | TÜRKMEN | DR. ÖĞR. ÜYESİ ÇİĞDEM ALTUNOK |
| **98** | 20180800029 | KAYRA BORA | UZASLAN | DOÇ. DR. SONER DOĞAN |
| **99** | 20180800010 | BİLGE KAAN | ÜLGER | DOÇ. DR. SONER DOĞAN |
| **100** | 20190800009 | HASAN | ÜNLÜKAHRAMAN | DR. ÖĞR. ÜYESİ ALEV CUMBUL |
| **101** | 20180800009 | AYAH | WAZZAN | DOÇ. DR. ÖZLEM TANRIÖVER |
| **102** | 20180800042 | İLKER | YILMAZ | DR. ÖĞR. ÜYESİ EMİNE NUR ÖZDAMAR |
| **103** | 20180800060 | HELİN | YİĞİT | DOÇ. DR. BURCU GEMİCİ |
| **104** | 20170800033 | MERT | YÖNEY | DOÇ. DR. AYLİN YABA UÇAR |
| **105** | 20180800077 | ALADAĞ TOYKOÇ | YÜKSEL | DOÇ. DR. AYLİN YABA UÇAR |
| **106** | 20170800027 | ELİF | YÜKSEL | DOÇ. DR. DENİZ KIRAÇ |
| **107** | 20180800003 | İSMAİL KAAN | ZEYTINOGLU | DR. ÖĞR. ÜYESİ EMİNE NUR ÖZDAMAR |

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Emine Nur Özdamar, MD, Assist. Prof. (Co-coordinator), 0216 578 00 / nur.ozdamar@yeditepe.edu.tr

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# FACULTY OF MEDICINE


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