

YEDİTEPE UNIVERSITY
FACULTY of MEDICINE
PHASE IV
ACADEMIC PROGRAM BOOK
2020– 2021

Student's;

Name :

Nr :

YEDİTEPE UNIVERSITY
FACULTY OF MEDICINE
PHASE IV

CONTENT	Page
PROGRAM OUTCOMES OF MEDICAL EDUCATION.....	1
PHASE IV COORDINATION COMMITTEE.....	5
DESCRIPTION OF THE PHASE IV.....	6
PHASE CONTENT	6
EXECUTIVES OF ACADEMIC YEAR	6
AIM AND OBJECTIVES OF PHASE IV	7
ACADEMIC SCHEDULE 2020 – 2021	8
ACADEMIC CALENDER 2020 – 2021	10
RECOMMENDED TEXTBOOKS	13
SPECIFIC SESSIONS / PANELS.....	15
INDEPENDENT LEARNING.....	18
ASSESSMENT PROCEDURES... ..	20
YEDİTEPE UNIVERSITY FACULTY OF MEDICINE EXAM RULES.....	21
CLERKSHIP PROGRAMS	22
TRANSITION TO CLINICAL SETTINGS.....	23
INTERNAL MEDICINE TRAINING PROGRAM.....	27
CHILD HEALTH AND PEDIATRICS TRAINING PROGRAM	53
GENERAL SURGERY TRAINING PROGRAM	78
OBSTETRICS AND GYNECOLOGY TRAINING PROGRAM.....	91
CARDIOLOGY TRAINING PROGRAM.....	106
CARDIOVASCULAR SURGERY TRAINING PROGRAM	115
PLASTIC AND RECONSTRUCTIVE SURGERY TRAINING PROGRAM	123
THORACIC SURGERY TRAINING PROGRAM.....	131
CLINICAL ETHICS TRAINING PROGRAM	139
PUBLIC HEALTH- EVIDENCE BASED MEDICINE TRAINING PROGRAM	145
EMERGENCY MEDICINE	150
STUDENT COUNSELING	151
STUDENT ASSESMENT FORM	154
CONTACT INFORMATION... ..	155

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*"

**© 2011, Yeditepe University Faculty of Medicine

AIM

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

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

YEDİTEPE UNIVERSITY FACULTY OF MEDICINE

PROGRAM OUTCOMES OF MEDICAL EDUCATION ^{*}, ^{**}

**©2015 Yeditepe Üniversitesi Tıp Fakültesi (Yeditepe University Faculty of Medicine) All Rights Reserved.*

***No part of this publication may be reproduced, stored in a retrieval system or transmitted in any form or by any means, electronic, mechanical, photocopying, recording or otherwise, without prior permission of Yeditepe University Faculty of Medicine.*

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
PHASE IV

PHASE IV COORDINATION COMMITTEE
(TEACHING YEAR 2020 – 2021)

Özlem TANRIÖVER MD, MPH Prof. (Coordinator)

Gazi YILDIRIM MD, Prof. (Co-coordinator)

Müge BIÇAKÇIGİL MD, Prof. (Co-coordinator)

Filiz BAKAR MD, Assoc. Prof. (Co-coordinator)

Şahin LAÇİN MD, Assist Prof. (Co-coordinator)

Rengin BİLGİN MD, Assist Prof. (Co-coordinator)

Gökhan GENCER MD, Assist Prof. (Co-coordinator)

YEDİTEPE UNIVERSITY
FACULTY of MEDICINE
PHASE IV

DESCRIPTION OF PHASE IV

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

PHASE CONTENT

Symptom-disease-Patient management in Internal Medicine, Pediatrics, Obstetrics and Gynecology, General Surgery, Cardiology, Thoracic Surgery, Plastic Surgery, Cardiovascular Surgery, Public Health
Emergency Medicine

EXECUTIVES OF ACADEMIC YEAR

Biomedical Ethics and Deontology, Public Health, Pediatrics, Internal Medicine (Endocrinology, Infectious Diseases, Gastroenterohepatology, Hematology/ Oncology, Rheumatology, Nephrology) Cardiology, General Surgery, Obstetrics and Gynecology, Thoracic Surgery, Plastic Surgery, Cardiovascular Surgery, Emergency Medicine

AIM AND OBJECTIVES OF PHASE IV

AIM

In 4th phase of program, students are intended to be brought up to the competency level to use their knowledge, skills and attitudes gained in the first three years, to diagnose, follow-up and treat Patients including the outPatients and/or inPatients.

LEARNING OBJECTIVES

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

KNOWLEDGE

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

SKILLS

1. **take** history based on systems
2. **apply** Physical Examination methods based on systems
3. **select** appropriate tests to support clinical decisions
4. **interpret** test results to support clinical decisions
5. **do** frequently used diagnostic applications
6. **refer** Patient to next level care

ATTITUDES

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

PHASE IV ACADEMIC SCHEDULE 2020 - 2021
THEORETICAL LECTURES (DISTANCE LEARNING)*

TRANSITION TO CLINICAL SETTINGS (3 DAYS) 07.10.2020 - 09.10.2020	
PUBLIC HEALTH (1 WEEK) 12.10.2020 - 16.10.2020 (GROUP A)	CLINICAL ETHICS (1 WEEK) 12.10.2020 - 16.10.2020 (GROUP B)
CLINICAL ETHICS (1 WEEK) 19.10.2020 - 23.10.2020 (GROUP A)	PUBLIC HEALTH (1 WEEK) 19.10.2020 - 23.10.2020 (GROUP B)
INTERNAL MEDICINE (5.5 WEEKS) 26.10.2020- 02.12.2020 (GROUP A+B)	
CARDIOLOGY (7 DAYS) 03-11.12.2020 (GROUP A+B)	
CHILD HEALTH AND PEDIATRICS (5.5 WEEKS) 14.12.2020 - 20.01.2021 (GROUP A+B)	
GENERAL SURGERY (10 DAYS) 21.01.2021- 03.02.2021 (GROUP A+B)	
THORACIC SURGERY (6 DAYS) 04.02.2021 -11.02.2021 (GROUP A+B)	
PLASTIC, RECONSTRUCTIVE & AESTHETIC SURGERY (5 DAYS) 12.02.2021-18.02.2021 (GROUP A+B)	
CARDIOVASCULAR SURGERY (6 DAYS) 19.02.2021-26.02.2021 (GROUP A+B)	
OBSTETRICS & GYNECOLOGY (2.5 WEEKS) 01.03.2021-17.03.2021 (GROUP A+B)	
EMERGENCY MEDICINE (4 DAYS) 18.03.2021 – 23.03.2021 (GROUP A+B)	

*The related ONLINE THEORETICAL exams will be held on the last day of each clerkship program.

PHASE IV PRACTICAL CLINICAL TRAINING*		
GROUP A	GROUP B	GROUP C
INTERNAL MEDICINE (4.5 WEEKS) 24.03.2021 - 26.04.2021 HAYDARPAŞA NUMUNE TRH (21)+ SANCAKTEPE E.A.H TRH (21)+ YEDİTEPE UNIVERSITY HOSPITAL	CARDIOLOGY (3 DAYS) 24 - 26.03.2021 KARTAL KOŞUYOLU HIGHER EDUCATION &RH(42)	GENERAL SURGERY (2 WEEKS) 24.03.2021 - 06.04.2021 HAYDARPAŞA NUMUNE TRH+ SANCAKTEPE E.A.H TRH
	CHILD HEALTH AND PEDIATRICS (4 WEEKS + 1 DAY) 29.03.2021 - 26.04.2021 DR. LÜTFİ KIRDAR KARTAL TRH (32)(K.L.K)+ SULTANBEYLİ TRH(10)	EMERGENCY MEDICINE (1 WEEK+ 2 DAYS) 07 – 15.04.2021 YEDİTEPE UNIVERSITY HOSPITAL(42)
		THORACIC SURGERY (2 DAYS) 16 - 19.04.2021 SÜREYYAPAŞA THORACIC DISEASES AND THORACIC SURGERY TRH(42)
		PLASTIC, RECONSTRUCTIVE & AESTHETIC SURGERY (2 DAYS) 20 - 21.04.2021 YEDİTEPE UNIVERSITY HOSPITAL
		CARDIOVASCULAR SURGERY (2 DAYS) 22 - 26.04.2021 KARTAL KOŞUYOLU HIGHER EDUCATION & RH(42)
CARDIOLOGY (3 DAYS) 27 - 29.04.2021 KARTAL KOŞUYOLU HIGHER EDUCATION &RH (42)	GENERAL SURGERY (2 WEEKS) 27.04.2021 - 10.05.2021 HAYDARPAŞA NUMUNE TRH +SANCAKTEPE E.A.H TRH	OBSTETRICS AND GYNECOLOGY (2 WEEKS) 27.04.2021 - 10.05.2021 ÜMRANİYE TRH (42)
CHILD HEALTH AND PEDIATRICS (4 WEEKS) 30.04.2021 - 31.05.2021 DR. LÜTFİ KIRDAR KARTAL TRH (32)(K.L.K)+ SULTANBEYLİ TRH(10)	EMERGENCY MEDICINE (1 WEEK + 2 DAYS) 11 - 20.05.2021 YEDİTEPE UNIVERSITY HOSPITAL(42)	INTERNAL MEDICINE (4.5 WEEKS) 11.05.2021 - 11.06.2021 HAYDARPAŞA NUMUNE TRH + (21) SANCAKTEPE E.A.H TRH + YEDİTEPE (21)UNIVERSITY HOSPITAL
	THORACIC SURGERY (2 DAYS) 21 - 24.05.2021 SÜREYYAPAŞA THORACIC DISEASES AND THORACIC SURGERY TRH(42)	
	PLASTIC, RECONSTRUCTIVE & AESTHETIC SURGERY (2 DAYS) 25 - 26.05.2021 YEDİTEPE UNIVERSITY HOSPITAL	
	CARDIOVASCULAR SURGERY (2 DAYS) 27 - 28.05.2021 KARTAL KOŞUYOLU HIGHER EDUCATION & RH(42)	
GENERAL SURGERY (2 WEEKS) 01 - 14.06.2021 HAYDARPAŞA NUMUNE TRH(42)+ SANCAKTEPE E.A.H TRH(10)	OBSTETRICS AND GYNECOLOGY (2 WEEKS) 31.05.2021 - 11.06.2021 ÜMRANİYE TRH(42)	
EMERGENCY MEDICINE (1 WEEK+ 2 DAYS) 15 - 23.06.2021 YEDİTEPE UNIVERSITY HOSPITAL(42)	INTERNAL MEDICINE (4.5 WEEKS) 14.06.2021 - 14.07.2021 HAYDARPAŞA NUMUNE TRH + (21) SANCAKTEPE E.A.H TRH + YEDİTEPE (21)UNIVERSITY HOSPITAL	CARDIOLOGY (3 DAYS) 14 - 16.06.2021 KARTAL KOŞUYOLU HIGHER EDUCATION &RH(42)
THORACIC SURGERY (2 DAYS) 24 - 25.06.2021 SÜREYYAPAŞA THORACIC DISEASES AND THORACIC SURGERY TRH(42)		CHILD HEALTH AND PEDIATRICS (4 WEEKS) 17.06.2021 - 14.07.2021 DR. LÜTFİ KIRDAR KARTAL TRH (32)(K.L.K)+ SULTANBEYLİ TRH(10)
PLASTIC, RECONSTRUCTIVE & AESTHETIC SURGERY (2 DAYS) 28 - 29.06.2021 YEDİTEPE UNIVERSITY HOSPITAL		
CARDIOVASCULAR SURGERY (2 DAYS) 30.06.2021 - 01.07.2021 KARTAL KOŞUYOLU HIGHER EDUCATION & RH(42)		
OBSTETRICS AND GYNECOLOGY (2 WEEKS) 02.07. - 14.07.2021 ÜMRANİYE TRH(42)		

*The detailed practical clinical training will be announced later according to Higher Education Council's recommendations for the Spring Semester.

**YEDİTEPE UNIVERSITY
FACULTY OF MEDICINE
PHASE IV**

**ACADEMIC CALENDAR
2020 - 2021**

October 07, 2020 (Wednesday)	Beginning of Phase IV
November 06, 2020 (Friday)	Coordination Committee Meeting
October 28-29, 2020 (Wednesday ½ -Thursday)	Republic Day - National Holiday
November 10, 2020 (Tuesday)	Commemoration of Atatürk
January 1, 2021 (Friday)	New Year
January 12, 2021 (Tuesday)	Coordination Committee Meeting (with student participation)
March 14, 2021 (Sunday)	Physicians' Day
April 23, 2021 (Friday)	National Holiday
May 1, 2021 (Saturday)	Labor's Day
May 12-15, 2021 (Wednesday ½ - Saturday)	Religious Holiday
May 19, 2021 (Wednesday)	National Holiday
May 25, 2021 (Tuesday)	Coordination Committee Meeting (with student participation)
July 14, 2021 (Wednesday)	End of Phase IV
July 28- August 05, 2020 (Wednesday - Thursday)	Incomplete Exams
	Coordination Committee Meeting

YEDİTEPE UNIVERSITY

FACULTY OF MEDICINE

RECOMMENDED TEXTBOOKS FOR PHASE IV

DEPARTMENT	TEXTBOOK	AUTHOR	PUBLISHER
INTERNAL MEDICINE	<p>Harrison's Principles of Internal Medicine Edited by Dan L. Longo, Anthony S. Fauci, Dennis L. Kasper, Stephen L. Hauser, J. Larry Jameson, Joseph Loscalzo,</p> <p>–The Merck Manual of Diagnosis and Therapy. Edited by Porter RS, Kaplan JL</p> <p>–Current Opinion in Internal Medicine. Edited by: H David Humes</p> <p>–Cecil Medicine. Edited by Lee Goldman, MD and Andrew I. Schafer</p> <p>–Handbook of Nephrology & Hypertension Edited by Christopher S. Wilcox, C. Craig Tisher</p> <p>–Netter's Gastroenterology. Edited by M Floch</p> <p>–Yeditepe Üniversitesi Tıp Fakültesi İç Hastalıkları Semiyoloji Kitabı. Editör Prof Dr. Yaşar Küçükardalı</p> <p>□ INTERNET LINKS:</p> <ul style="list-style-type: none"> o www.uptodate.com, o http://bestpractice.bmj.com/best-practice/evidence o http://www.medicinenet.com/script/main/hp.asp o www.accessmedicine.com 		
CHILD HEALTH & PEDIATRICS	Nelson Textbook of Pediatrics	Robert M. Kliegman, MD, Bonita M.D. Stanton, MD, Joseph St. Geme, Nina Schor, MD, PhD and Richard E. Behrman, MD	Saunders, 2011
	CURRENT Diagnosis Treatment:	(William W. Hay Jr, Myron J. Levin, Robin R. Deterding, Mark J. Abzug, Judith M. Sondheimer)	Lange
GENERAL SURGERY	Schwartz's Principles of Surgery, 10th edition		
	Sabiston Textbook of Surgery: The Biological Basis of Modern Surgical Practice, 19th edition		
OBSTETRICS & GYNECOLOGY	Current Obstetrics and Gynecology, Elsevier Publishing 2015		

CARDIOVASCULAR SURGERY	Cardiac Surgery in the Adult	Cohn L.H., et al	Mc Graw Hill
	Cardiac Surgery	Kouchoukos N.T., et al	Churchill Livingstone
	Haimovici's Vascular Surgery	Ascher E., et al.	Wiley-Blackwell
CARDIOLOGY	Braunwald's Heart Disease: A Textbook of Cardiovascular Medicine, 2-Volume Set, 10th Edition Marriott's Practical Electrocardiography		
THORASIC SURGERY	Thoracic Surgery, Editors: Prof. Dr. Mustafa Yüksel, Prof. Dr. Akın Eraslan, Nobel Tıp Kitapevleri, ISBN:978-605-335-122-1		
PLASTIC RECONSTRUCTIVE & AESTHETIC SURGERY	Grabb and Smith's Plastic Surgery	Charles H. Thorne MD., et al	LWW
CLINICAL ETHICS	Jacques P. Thiroux , Keith W. Krasemann, Ethics: Theory and Practice,Pearson Publishing House, 2011, ISBN: 978-0205053148		
	Barbara MacKinnon, Ethics: Theory and Contemporary Issues , Wadsworth Publishing, 2011, ISBN: 0538452838		
	Bonnie F. Fremgen, Medical Law and Ethics , Prentice Hall Publishing House, 2011, ISBN: 0132559226		
PUBLIC HEALTH	Straus SE, Glasziou P, Richardson WS, Haynes RB. Evidence-based medicine: how to practice and teach it. Fourth Edition 2011. Churchill Livingstone Elsevier.		
	Glasziou P, Del Mar C, Salisbury J. Evidence-based Practice Workbook. BMJ Books, Blackwell Publishing,		
	Mayer D. Essential Evidence-based Medicine. Second Edition 2010. Cambridge University Press.		
	R. Brian Haynes, David L. Sackett, Gordon H. Guyatt, and Peter Tugwell. Clinical Epidemiology: How to do clinical practice research. Third edition, 2006. Lippincott Williams & Wilkins.		
	Howick J. The philosophy of evidence-based medicine. 2011, Blackwell Publishing Ltd.		
	Greenhalgh T. How to read a paper: the basics of evidence-based medicine. Fourth edition, 2010.BMJ Books		

SPECIFIC SESSIONS / PANELS

Introductory Session

Aim of the Session:

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

Objectives of the Session:

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

Rules of the Session:

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

Implementation of the Session:

In the first type, Phase Coordinator will present brief information on the following topics:

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

In the second type, Clerkship Coordinator will present brief information on the following topics:

- Learning Objectives of the Clerkship
- Academic Program of the Clerkship
- Teaching and Learning Methods
- Learning Environments and Sources/Resources, References
- Attendance
- Assessment Methods and Question Distribution Table
- Clerkship Score Calculation Method
- Pass/Fail Conditions
- Feedback of the Previous Year and Program Improvements
- Social Programs and Facilities

Clerkship Evaluation Session

Aim of the Session:

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

Objectives of the Program Evaluation Session are to;

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

Process:

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

Rules of the Clerkship Evaluation Session :

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

Program Improvement Session

Aim:

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

Objectives:

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

Rules:

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

Implementation:

Before the Session

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

During the Session

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

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

After the Session

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

INDEPENDENT LEARNING

Description:

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

Aim:

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

Objectives:

With this instructional strategy, students will develop;

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

Rules:

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

What a student should do for learning independently?

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

8. **Improving:** Once you've achieved the target, the process of planning can start again. Your needs and priorities may have changed, so think about them and then set yourself to another target.

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

Reference:

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

For further reading useful resources to recommend to students:

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

YEDİTEPE UNIVERSITY
FACULTY OF MEDICINE
PHASE IV

ASSESSMENT PROCEDURES

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

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

* WEs consists of 50-100 questions.

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

Assessment details also will be announced and explained in the introductory sessions at the beginning of the clerkship

YEDİTEPE UNIVERSITY FACULTY of MEDICINE EXAM RULES

Seating- Students will be seated by the exam observers or proctors. Students are not allowed to change their seats without permission.

Electronics – During examinations or tests, students are prohibited from using electronic devices or any other means of communication and recording that have not been approved beforehand. All electronic devices are prohibited. Anyone who fails to comply with these regulations may be charged with academic fraud.

Absence – No additional time will be given to students who are absent for part of the exam, regardless of the reason for their absence.

Scratch Paper – Students are not allowed to bring scratch paper into the exam room.

Meaning of Questions – Students may not consult the supervisor as to the meaning of any question.

Sign your sheets – Students must sign their multiple-choice answer sheets and/or written-answer sheets.

Other activities requiring disciplinary action- Students must not give or receive assistance of any kind during the exam. Gaining access to exam questions before the exam; • Using an unauthorized calculator or other mechanical aid that is not permitted. • Looking in the exam book before the signal to begin is given. • Marking or otherwise writing on the exam book or answer sheet before the signal to begin is given. • Making any changes, additions, deletions or other marking, erasing or writing on the exam book or answer sheet after the time for the exam has expired. • Having access to or consulting notes or books during the exam. • Looking at or copying from another student's paper. • Enabling another student to copy from one's paper. • Talking or otherwise communicating with another student during the exam or during the read through period. • Disturbing other students during the exam. • Consulting other persons or resources outside the exam room during the exam. • Copying questions or answers either on paper or with an electronic device to take from the exam room. • Taking an exam book or other exam materials from the exam room. • Taking an exam in place of another student. • Arranging to have another person take an exam for the student. • Threatening or verbally abusing a supervisor or proctor responsible for curbing or reporting improper conduct. • Unprofessional and/or unruly behavior towards any YEDİTEPE University staff, supervisors, proctors, or volunteers at any time 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 or proctors. • Failing to follow other exam instructions.

Students who assist in or are complicit with cheating could also be in violation of the Policy. Thus, students who become aware of their peers either facilitating academic misconduct or committing it should report their suspicions to exam or test observers for investigation.

Those students found to have committed academic misconduct will face administrative sanctions imposed by the administration of YEDİTEPE University Faculty of Medicine according to the disciplinary rules and regulations of the Turkish Higher Education Council (YÖK) for students: published in the Official Gazette 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 YEDİTEPE University **for up to one school year**. In addition, student may lose any academic and non academic scholarships given by the YEDİTEPE University **for up to four years**. The appropriate sanctions are determined by the YEDİTEPE University administration according to egregiousness of the Policy violation.

Yeditepe University, Faculty of Medicine, 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 length, 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).

Yeditepe University, Faculty of Medicine, 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.

CLERKSHIP PROGRAMS (41 WEEKS)

- 1. TRANSITION TO CLINICAL SETTINGS (3 days)**
- 2. INTERNAL MEDICINE (10 weeks)**
- 3. CHILD HEALTH AND PEDIATRICS (10 weeks)**
- 4. OBSTETRICS AND GYNECOLOGY (5 weeks)**

5. GENERAL SURGERY (4 weeks)
6. CARDIOLOGY (2 weeks)
7. CARDIOVASCULAR SURGERY (2 weeks)
8. EMERGENCY MEDICINE (2 weeks)
9. THORACIC SURGERY (1.5 week)
10. PLASTIC RECONSTRUCTIVE AND AESTHETIC SURGERY (1.5 week)
11. CLINICAL ETHICS (1 week)
12. PUBLIC- HEALTH-EVIDENCE BASED MEDICINE (1 week)

**YEDİTEPE UNIVERSITY
FACULTY OF MEDICINE
PHASE IV**

TRANSITION TO CLINICAL SETTINGS

YEDİTEPE UNIVERSITY KOŞUYOLU HOSPITAL

Clerkship coordinator: Meral Sönmezoğlu, MD, Prof.

Clerkship co-coordinator: Serdar Özdemir, MD, PhD, Assist. Prof.

Lecturers:

Sina Ercan, MD, Prof.

Meral Sönmezoğlu, MD, Prof.

Sezgin Sarıkaya, MD, Prof.

Hatice Türe MD, Prof.

Naz Berfu Aktaş MD, Assoc. Prof.

Oğuzhan Zahmacıoğlu, MD, Assoc. Prof.

Okan Taycan MD, Assoc. Prof.

Serdar Özdemir, MD, PhD, Assist. Prof.

Gözde Polat Dalan, PhD, Assist. Prof.

Anıl Sönmez Yıldız Clinical Pharmacology

AIM AND LEARNING OBJECTIVES OF TRANSITION TO CLINICAL SETTINGS CLERKSHIP

AIM:

In this clerkship which is first in medical education with multidisciplinary Approach relating to have lectures from different disciplinary groups like other faculties and persons, our students in the 4th phase of the program are aimed to be prepared for the clinical studies and develop their interactive communication with their Patients and also to get their hospital orientation which will result in to protect themselves and Patients regarding to infections, emergency conditions at the hospital and to be aware of international Patients safety rules which are also vital for JCI accredited hospital. In addition to these, students are intended to be brought up to the competency level to learn basic communication skills, leadership knowledge and of course to control their career planning for the future as a medical doctor.

LEARNING OBJECTIVES:

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

KNOWLEDGE

1. explain drug and medicine safety.
2. explain the risks of emergency conditions and knows the protection of these issues.
3. explain and clarifies the communication concept.
4. name and samples the nonverbal communication skills.
5. identify the empathy.
6. explain topographic and conditional memorial conditions and processes.
7. explain ego protection mechanisms.
8. identify leadership style.
9. define the correlation between leadership and mission, vision and others.
10. explain and be aware of personal career management development.
11. explain the process of coping with difficult patients.
12. reveal and explains the steps of the breaking bad news process.

SKILLS

1. make a comment on his/her personal and their patients cognitive process.

ATTITUDES

1. value the infection control program.
2. value the importance of listening person on the communication.
3. value the position of the position leadership of medical doctor between stuff that works.

ASSESSMENT TABLE FOR TRANSITION TO CLINICAL SETTINGS

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

Question Types (Pencil-Paper Tests)	Proportion (in Pencil-Paper Tests)
Multiple Choice Questions	100%
Total	100%
Other Assessment Methods and Tools	Proportion (in Pass/Fail Decision)
Evaluation of Student's Learning Projects (With Checklist)	80%
Total	80%
Pass/Fail Decision	Proportion (in Pass/Fail Decision)
Pencil-Paper Tests	20%
Other Assessment Methods and Tools	80%
Total	100%

TRANSITION TO CLINICAL SETTINGS GROUP A+B / 07-09 Oct 2020

Transition to Clinical Settings Clerkship Program 2020-2021					
https://classroom.google.com/c/MTY3NjQ3NTQyMzMz?cjc=3da62f5					
Wednesday		Thursday		Friday	
7.Oct.2020		8.Oct.2020		9.Oct.2020	
09.30-10.00	Introductory Session	10.00-10.50	Lecture	10.00-10.50	Discussion
	Introduction to Clerkship Program, and Diagnostic Assessment		Understanding Others		(Large Group)
	<i>Meral Sönmezoğlu Serdar Özdemir</i>		<i>Hakan Atalay, Oğuzhan. Zahmacioğlu, Okan Taycan</i>		Solving Cases about Communication in Medicine
10.00-10.50	Lecture	11.00-11.50	Lecture	11.00-11.50	<i>Gözde Polat Dalan</i>
	Quality Improvement and International Patient Safety		Handling Difficult Situations and Difficult Persons		Meeting with Coordinator of Phase IV
	<i>Meral Sönmezoğlu</i>		<i>Hakan Atalay, Oğuzhan. Zahmacioğlu, Okan Taycan</i>		<i>Coordinator of Phase IV</i>
11.00-11.50	Lecture	12.00-12.50		12.00-12.30	Reflection Session
	Infection Control Program		(Large Group)		Explanation of the Learning Project
	<i>Meral Sönmezoğlu</i>		<i>Oğuzhan Zahmacioğlu, Okan Taycan, Hakan Atalay</i>		<i>Meral Sönmezoğlu, Serdar Özdemir</i>
12.00-12.50	Lecture	14.00-14.50	Lecture & Large Group Discussion	14.30-16.30	Panel
	Drug Safety		Breaking Bad News		Examples of Careers in Medicine
	<i>Anıl Sönmez</i>		<i>Tuğhan Utku</i>		<i>Sina Ercan (Chair)</i>
15.00-15.50	Lecture	15.00-15.50	Meeting with Head Pysician		
	Emergency Management		<i>Halit Yerebakan</i>		
	<i>Sezgin Sarıkaya</i>				
16.00-16.50	Lecture				
	Introduction to Leadership and Management				
	<i>Hatice Türe</i>				

YEDİTEPE UNIVERSITY
FACULTY OF MEDICINE
PHASE IV
INTERNAL MEDICINE CLERKSHIP
LECTURERS

DISCIPLINE	FACULTY
ENDOCRINOLOGY	Hasan AYDIN, MD Prof. Fahrettin KELEŞTİMUR, MD Prof.
GASTROENTEROLOGY	Meltem ERGÜN, MD Prof. Cengiz PATA, MD Prof.
HEMATOLOGY	Hasan Atilla ÖZKAN, MD Assoc. Prof.
INTERNAL MEDICINE	Yaşar KÜÇÜKARDALI, MD Prof. Arzu YALÇIN, MD
MEDICAL ONCOLOGY	Okan KUZHAN, MD Prof. Mehmet ALİUSTAOĞLU, MD Assoc. Prof. Şermin MEŞE, MD
RESPIRATORY SYSTEM	Sevda ÖZDOĞAN, MD Prof. Banu Musaffa SALEPÇİ, MD Prof. Seha AKDUMAN, MD,
NEPHROLOGY	Gülçin KANTARCI, MD Prof. Dilek BARUTÇU ATAŞ, MD
RHEUMATOLOGY	Müge BIÇAKÇIGİL KALAYCI, MD Prof.
HAYDARPAŞA NUMUNE TRAINING AND RESEARCH HOSPITAL (HTRH)	Refik DEMİRTUNÇ, MD Prof. Funda TÜRKMEN, MD Prof.

AIM AND LEARNING OBJECTIVES OF INTERNAL MEDICINE CLERKSHIP

AIM

Aim of this clerkship is to;

1. **remind** necessary knowledge, related to body systems, on prevention of clinical conditions' emergence, protection and improvement of health in healthy conditions,
2. 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
 - 2.1. **remind** necessary knowledge on risk factors, etiopathogenesis, physiopathology, and pathology,
 - 2.2. **remind** knowledge on epidemiology,
 - 2.3. **remind** knowledge on frequently encountered clinical complaints, symptoms, signs and findings,
3. **remind** necessary knowledge on health care processes, clinical decision making process, clinical decisions and clinical practices, with performance measures, for managing at the level of primary health care service,
4. **remind** 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. **equip** students **with** necessary knowledge, skills and attitudes required for an appropriate Approach to healthy and sick adults,
6. **convey** necessary knowledge on preventive healthcare measures,
7. **equip** students **with** necessary knowledge, skills and attitudes required to achieve diagnosis and differential diagnosis of adults,
8. **equip** students **with** necessary knowledge, skills and attitudes required to perform primary care prophylaxis and treatment,
9. **equip** students **with** necessary knowledge, skills and attitudes to refer Patient to advanced healthcare units upon indication

LEARNING OBJECTIVES

At the end of this clerkship, student should be able to;

KNOWLEDGE

- 1.0 **recall** necessary knowledge, related to body systems, on prevention of clinical conditions' emergence, protection and improvement of health in healthy conditions,
- 2.0 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
- 2.1. **recall** necessary knowledge on risk factors, etiopathogenesis, physiopathology, and pathology,
- 2.2. **recall** knowledge on epidemiology,
- 2.3. **recall** knowledge on frequently encountered clinical complaints, symptoms, signs and findings,
- 2.4. **recall** necessary knowledge on health care processes, clinical decision making process, clinical decisions and clinical practices, with performance measures, for managing at the level of primary health care service,
- 2.5. **recall** 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,

SKILLS

- 3.0 *do* detailed questioning intended to explicate reasons of complaints
- 4.0 *make* Physical Examination including all organ systems
- 5.0 *use* diagnostic methods (*laboratory and imaging techniques, other invasive or non-invasive methods*) correctly and cost-efficiently
- 6.0 *perform* minor medical interventions and applications (*blood collection, i.v. or i.m. injection, catheterization, capillary blood glucose testing, ECG, etc.*)

ATTITUDES

- 7.0 *show* behaviours and attitudes appropriate for physician
- 8.0 *prefer* evaluation of Patient not only for major complaint but also as a whole
- 9.0 *prefer* detailed Physical Examination to search for main reason of illness
- 10.0 for differential diagnosis
- 10.1 *value* importance of differential diagnosis based on frequencies and risks of illnesses
- 10.2. *value* using laboratory and clinical evaluations correctly and cost-efficiently
- 11.0 *order* consultation when needed or mandatory
- 12.0 *organize* appropriate interventions at primary care level, according to evidence based medical practices
- 13.0 *refer* Patient to appropriate center upon indication

COMPETENCIES

- 14.0 *take* detailed and relevant history of adult Patient by good communication techniques
- 15.0 *perform* complete Physical Examination that includes all of organ systems
- 16.0 for diagnosis
 - 16.1. *order* probable diagnoses
 - 16.2. *make* differential diagnosis
- 17.0 assess results of laboratory or imaging tests (*laboratory and imaging techniques, other invasive or non-invasive methods*)
- 18.0 assess diagnosis, differential diagnosis and emergency treatment requirements and methods
- 19.0 for emergency conditions
 - 19.1. *distinguish* emergency conditions
 - 19.2. *give* emergency treatment
- 20.0 *inform* Patients and Patient's relatives on legal responsibility to take informed consent
- 21.0 *apply* evidence based medicine in internal medicine

NCC 2014 – Essential Medical Procedures (Internal Medicine)	Performance Level
General and symptom-based history taking	3
Assessing mental status	3
Anthropometric measurements	4
Head-Neck and ENT examination	3
Abdominal physical examination	3
Skin examination	3
General condition and vital signs assessment	4
Musculoskeletal system examination	3
Respiratory system examination	3
Cardiovascular system examination	3
Urologic examination	2
Preparing medical reports and notice	2
Preparing forensic report	2
Preparing epicrisis	3
Preparing patient file	3
Obtaining informed consent	2
Writing prescription	2
Reading and evaluating direct radiographs	2
Taking and evaluating ECG	2
Measuring blood glucose level with glucometry	3
Filling laboratory request form	2
Preparation and evaluation of peripheral blood smear	2
Performing full urine analysis (including microscopic examination) and evaluation	2
Interpretation of screening and diagnostic examination results	2
Rational drug use	2
Performing IM, IV, SC, ID injection	2
Urinary catheterization	2
Taking sample for culture	3
Nasogastric catheterization	2
Evaluating pulmonary function tests	2
Establishing IV line	2
Measuring blood pressure	4
Performing and assessing pulse oxymetry	2
Providing basic life support	2
Using and evaluating peak-flow meter	2

YEDİTEPE UNIVERSITY
FACULTY OF MEDICINE
PHASE IV

INTERNAL MEDICINE CLERKSHIP
ASSESSMENT TABLE

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

Question Types (Pencil-Paper Tests)	Proportion (in Pencil-Paper Tests)
Multiple Choice Questions	36%
Extended Matching Questions	4%
Total	40%
Other Assessment Methods and Tools	Proportion (in Pass/Fail Decision)
Oral Exam (OE)	40%
Mini Clinical Evaluation Exercise (Mini-CEX)	5%
Logbook & Direct Observation of Procedural Skills (DOPS)	15%
Evaluation of Case Presentation (With Checklist)	
Evaluation of Preparation Skills of Patient's File (With Checklist)	
Global Evaluation of Student's Performance (With Checklist)	
Total	60 %
Pass/Fail Decision	Proportion (in Pass/Fail Decision)
Pencil-Paper Tests	40%
Other Assessment Methods and Tools	60%
Total	100 %

Incomplete exam: Oral exam 50%, pencil-paper test 50%

INTERNAL MEDICINE CLERKSHIP PROGRAM- GROUP A+B 26.10.2020 - 02.12.2020
WEEK 1 / October 26-30, 2020 (Online)

	Monday 26-Oct-2020	Tuesday 27-Oct-2020	Wednesday 28-Oct-2020	Thursday 29-Oct-2020	Friday 30-Oct-2020
10.00 -10.45	Introductory Session Introduction to Internal Medicine Clerkship <i>Şahin Laçin</i>	Lecture Nutritional Anemia and Interpretation of Peripheral Blood Smear <i>Hasan Atilla Özkan</i>	Independent Learning	National Holiday	Lecture Bone Marrow Failure <i>Hasan Atilla Özkan</i>
10.55 - 11.40	Lecture Taking History <i>Arzu Güntürk</i>	Lecture Nutritional Anemia and Interpretation of Peripheral Blood Smear <i>Hasan Atilla Özkan</i>	Independent Learning		Lecture Plasma Cell Dyscrasias <i>Hasan Atilla Özkan</i>
12.00- 13.30	Lunch	Lunch			Lunch
13.30- 14.15	Lecture Fever of Unknown Origin <i>Yaşar Küçükardalı</i>	Lecture Acute and Chronic Leukemias <i>Hasan Atilla Özkan</i>	National Holiday	National Holiday	Lecture Diagnosis and Management of Hypercoagulopathy <i>Hasan Atilla Özkan</i>
14.25 - 15.10	Lecture Sepsis and Septic Shock <i>Yaşar Küçükardalı</i>	Lecture Acute and Chronic Leukemias <i>Hasan Atilla Özkan</i>			Lecture Approach to the Patients with Lymphoproliferative Disorders Lymphomas <i>Hasan Atilla Özkan</i>
15.10 – 18.00	Independent Learning	Independent Learning	Independent Learning	Independent Learning	Independent Learning

WEEK 2 / November 02-06, 2020 (Online)

	Monday 2-Nov-2020	Tuesday 3-Nov-2020	Wednesday 4-Nov-2020	Thursday 5-Nov-2020	Friday 6-Nov-2020
10.00 - 10.45	Lecture Evidence Based Approach to the Patient with Hypertensive Disorders <i>Gülçin Kantarcı</i>	Lecture Approach to the Patient with Glomerular Diseases <i>Gülçin Kantarcı</i>	Lecture Colorectal Cancer <i>Okan Kuzhan</i>	Lecture Management of Cancer Pain <i>Şahin Laçın</i>	Lecture Examination of Respiratory System <i>Seha Akduman</i>
10.55 - 11.40	Lecture Hypertensive Disorders in Pregnancy <i>Gülçin Kantarcı</i>	Lecture Approach to the Patient with Glomerular Diseases <i>Gülçin Kantarcı</i>	Lecture Lung Cancer <i>Okan Kuzhan</i>	Lecture Principles of Chemotherapy and Complications <i>Şahin Laçın</i>	Lecture Approach to the Patient with Pulmonary System Symptoms and Signs <i>Seha Akduman</i>
12.00 - 13.30	Lunch	Lunch	Lunch	Lunch	Lunch
13.30 - 14.15	Lecture Evidence Based Approach to the Patient with Chronic Kidney Disease <i>Gülçin Kantarcı</i>	Lecture Stem Cell Transplantation <i>Hasan Atilla Özkan</i>	Lecture Breast Cancer <i>Okan Kuzhan</i>	Lecture Immunotherapy and targeted Therapies in Oncology <i>Şahin Laçın</i>	Lecture Chronic Obstructive Lung Disease and Cor pulmonale <i>Seha Akduman</i>
14.25 - 15.10	Lecture Evidence Based Approach to the Patient with Chronic Kidney Disease <i>Gülçin Kantarcı</i>	Lecture Evidence Based Screening and Early Diagnosis in Oncology <i>Okan Kuzhan</i>	Lecture Oncologic Emergencies <i>Şahin Laçın</i>	Lecture Hereditary Cancers and Genetic Counselling in Cancer; Basic Principles <i>Ayşegül Kuşku</i>	Lecture Asthma <i>Seha Akduman</i>
15.30- 18.00	Independent Learning	Independent Learning	Independent Learning	Independent Learning	Independent Learning

WEEK 3 / 09-13 November 2020 (Online)

	Monday 9-Nov-2020	Tuesday 10-Nov-2020	Wednesday 11-Nov-2020	Thursday 12-Nov-2020	Friday 13-Nov-2020
10.00 -10.45	Lecture Examination of the Abdomen <i>Cengiz Pata</i>	Lecture Liver Enzyme Disorder <i>Cengiz Pata</i>	Lecture Pulmonary Thromboembolism <i>Banu Musaffa Salepçi</i>	Lecture Examination of Extremities <i>Müge Bıçakçığıl Kalaycı</i>	Lecture Approach to the Patient with Chronic Arthritis <i>Müge Bıçakçığıl Kalaycı</i>
10.55 - 11.40	Lecture Ascites <i>Cengiz Pata</i>	Lecture Dysphagia <i>Cengiz Pata</i>	Lecture Environmental Lung Diseases <i>Banu Musaffa Salepçi</i>	Lecture Examination of Extremities <i>Müge Bıçakçığıl Kalaycı</i>	Lecture Approach to the Patient with Chronic Arthritis <i>Müge Bıçakçığıl Kalaycı</i>
12.00- 13.30	Lunch	Lunch	Lunch	Lunch	Lunch
13.30- 14.15	Lecture Evidence Based Approach to the Patient Cirrhosis and Complications of Cirrhosis <i>Cengiz Pata</i>	Lecture Gastrointestinal Bleeding <i>Cengiz Pata</i>	Lecture Evidence Based Approach to Pneumonia <i>Banu Musaffa Salepçi</i>	Lecture Approach to the Patient with Connective Tissue Diseases <i>Müge Bıçakçığıl Kalaycı</i>	Lecture Approach to the Patient with Vasculitis <i>Müge Bıçakçığıl Kalaycı</i>
14.25 - 15.10	Lecture Chronic Hepatitis <i>Cengiz Pata</i>	Case Discussion Oncology <i>Şahin Laçın</i>	Lecture Evidence Based Approach to Pneumonia <i>Banu Musaffa Salepçi</i>	Lecture Approach to the Patient with Acute Arthritis (Mono-oligo and Polyarthritis) <i>Müge Bıçakçığıl Kalaycı</i>	Case Discussion Rheumatology <i>Müge Bıçakçığıl Kalaycı</i>
15.30- 18.00	Independent Learning	Independent Learning	Independent Learning	Independent Learning	Independent Learning

WEEK 4 / 16-20 November 2020 (Online)

	Monday 16-Nov-2020	Tuesday 17-Nov-2020	Wednesday 18-Nov-2020	Thursday 19-Nov-2020	Friday 20-Nov-2020
10.00 -10.45	Lecture Approach to Abdominal Pain <i>Meltem Ergün</i>	Lecture Acute Complications of Diabetes Mellitus <i>Hasan Aydın</i>	Lecture Metabolic Bone Disease <i>Hasan Aydın</i>	Lecture Hypoparathyroidism <i>Hasan Aydın</i>	Lecture Metabolic Syndrome <i>Hasan Aydın</i>
10.55 - 11.40	Lecture Approach to the Patient with Diarrhea <i>Meltem Ergün</i>	Lecture Chronic Complications of Diabetes Mellitus <i>Hasan Aydın</i>	Lecture Metabolic Bone Disease <i>Hasan Aydın</i>	Lecture Hyperthyroidism <i>Hasan Aydın</i>	Lecture Approach to the Patient with Acid-Base Disorders <i>Gülçin Kantarcı</i>
12.00- 13.30	Lunch	Lunch	Lunch	Lunch	Lunch
13.30- 14.15	Lecture Cushing's Syndrome <i>Hasan Aydın</i>	Lecture Treatment of Diabetes Mellitus <i>Hasan Aydın</i>	Lecture Hyperparathyroidism <i>Hasan Aydın</i>	Lecture Goiter and Thyroid Cancer <i>Hasan Aydın</i>	Lecture Approach to the Patient with Acid-Base Disorders <i>Gülçin Kantarcı</i>
14.25 - 15.10	Lecture Male Gonadal Diseases <i>Hasan Aydın</i>	Lecture Adrenal Insufficiency <i>Hasan Aydın</i>	Case Discussion Oncology <i>Okan Kuzhan</i>	Case Discussion Endocrinology <i>Hasan Aydın</i>	Case Discussion Nephrology <i>Gülçin Kantarcı</i>
15.10 – 18.00	Independent Learning	Independent Learning	Independent Learning	Independent Learning	Independent Learning

WEEK 5 / 23 - 27 November 2020 (Online)

	Monday 23-Nov-2020	Tuesday 24-Nov-2020	Wednesday 25-Nov-2020	Tuesday 26-Nov-2020	Friday 27-Nov-2020
10.00 -10.45	Lecture Evidence-based Approach to the Patient with Acute Kidney Injury <i>Gülçin Kantarcı</i>	Lecture Examination of Head and Neck <i>Arzu Güntürk</i>	Lecture Drug Interaction and Examples of Prescriptions <i>Arzu Güntürk</i>	Lecture Non-Cardiac Causes of Chest Pain <i>Yaşar Küçükardalı</i>	Lecture Management of Elderly Patients <i>Yaşar Küçükardalı</i>
10.55 - 11.40	Lecture Evidence based Approach to the Patient with Acute Kidney Injury <i>Gülçin Kantarcı</i>	Lecture Management of Hyperlipidemia <i>Arzu Güntürk</i>	Lecture Drug Interaction and Examples of Prescriptions <i>Arzu Güntürk</i>	Lecture Non-Cardiac Causes of Chest Pain <i>Yaşar Küçükardalı</i>	Lecture Tuberculosis <i>Banu Musaffa Salepçi</i>
12.00- 13.30	Lunch	Lunch	Lunch	Lunch	Lunch
13.30- 14.15	Lecture Approach to the Patient with Electrolyte Disorders <i>Gülçin Kantarcı</i>	Lecture Hypothyroidism <i>Hasan Aydın</i>	Case Discussion General Internal Medicine <i>Arzu Güntürk</i>	Lecture Acute Respiratory Distress Syndrome <i>Yaşar Küçükardalı</i>	Case Discussion Chest Diseases <i>Seha Akduman</i>
14.25 - 15.10	Case Discussion Gastroenterology <i>Cengiz Pata</i>	Case Discussion Hematology <i>Hasan Atilla Özkan</i>	Case Discussion Gastroenterology <i>Meltem Ergün</i>	Case Discussion General Internal Medicine <i>Yaşar Küçükardalı</i>	Case Discussion Chest Diseases <i>Banu Musaffa Salepçi</i>
15.10 – 18.00	Independent Learning	Independent Learning	Independent Learning	Independent Learning	Independent Learning

WEEK 5.5 / 30 November - 02 December 2020 (Online)

	Monday 30-Nov-2020	Tuesday 01-Dec-2020	Wednesday 02-Dec-2020
10.00 -10.45	Independent Learning	Independent Learning	Independent Learning
10.55 - 11.40			
12.00- 13.30	Lunch	Lunch	Lunch
13.30- 14.15	Independent Learning	Independent Learning	Assessment Session
14.25 - 15.10			Program Evaluation Session Review of the Exam Questions, Evaluation of the Clearship Program
15.10 – 18.00			

**YEDİTEPE UNIVERSITY
FACULTY OF MEDICINE
PHASE IV**

CHILD HEALTH and PEDIATRICS

YEDİTEPE UNIVERSITY HOSPITAL

Filiz Bakar, MD. Prof. (Head of the Department)

Sabri Kemahlı, MD. Prof.

Haluk Topaloğlu, MD. Prof

Hülya Sarıçoban, MD. Prof.

Meltem Uğraş, MD. Prof.

Belma Haliloğlu, MD. Assoc. Prof.

Mustafa Berber, MD. Assist. Prof.

Çetin Timur, MD. Assist. Prof.

Tuba Giray, MD. Lecturer

Fatma Tuba Coşkun, MD. Lecturer

Endi Romano, MD. Lecturer

Seyhan Perihan Çobanoğlu Saf, MD. Lecturer

Çiğdem Yanar Ayanoğlu MD. Lecturer

Fatma Tülin Şimşek, MD. Lecturer

Asım Yörük, MD. Lecturer

&

DR. LÜTFİ KIRDAR KARTAL TRAINING AND RESEARCH HOSPITAL
Chief of the Department of Child Health and Pediatrics: Yasemin Akın, MD. Prof.

AIM AND LEARNING OBJECTIVES OF CHILD HEALTH and PEDIATRICS

AIM

Aim of this clerkship is to;

1. *equip* students *with* necessary knowledge, skills and attitudes required for an appropriate Approach to healthy child and pediatric Patient,
2. *convey* necessary knowledge on preventive healthcare measures,
3. *equip* students *with* necessary knowledge, skills and attitudes required for *achieving* diagnosis and differential diagnosis in basic childhood diseases,
4. *equip* students *with* necessary knowledge, skills and attitudes required to perform primary care prophylaxis and treatment
5. *equip* students *with* necessary knowledge, skills and attitudes to refer Patient to advanced healthcare units upon indication

LEARNING OBJECTIVES

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

SKILLS

- 1.0. take detailed, relevant history of child and his/her family,
 - 1.1. **perform** intravenous/intramuscular/subcutaneous injections,
 - 1.2. **collect** venous blood sample,
 - 1.3. **vaccinate** children,
- 2.0 perform detailed Physical Examination of child and neonate, considering special features related to age of Patient,
- 3.0 assess physical-motor-mental development of healthy child,
- 4.0 assess anthropometric evaluation in proper techniques, including percentile charts,
- 5.0 supply basic life support to neonates and children,
- 6.0 collect pharyngeal swab, fecal and urine cultures,
- 7.0 evaluate results of
 - 7.1 peripheral blood smear,
 - 7.2 urine test and sediment
 - 7.3 arterial blood gas
 - 7.4 complete blood count
 - 7.5 pediatric ECG
 - 7.6 serum electrolytes, renal function tests, hepatic function tests and thyroid function tests
 - 7.7 chest X-rays
- 8.0 care umbilicus in newborn
- 9.0 evaluate results of
 - 9.1 cerebrospinal fluid analysis,
 - 9.2 otoscopy and ophthalmoscopy,
 - 9.3 nebulizer use for Patient,
 - 9.4 pulse oximetry,
 - 9.5 cardiac monitoring and ECG,

- 9.6 measurement of blood glucose with a glucometer,
- 9.7 application and follow up of phototherapy,
- 9.8 pedigree construction
- 10.0 observe and explain
- 10.1 lumbar puncture
- 10.2 bone marrow aspiration,
- 10.3 paracentesis,
- 10.4 exchange transfusion,
- 10.5 pulmonary function tests,
- 10.6 diagnostic and therapeutic endoscopy,
- 10.7 echocardiography,
- 10.8 application of prick test
- 10.9 endocrinological provocation and inhibition tests,

ATTITUDES

11.0 **assimilate** principles of

- 11.1 respecting Patient rights and establishing well-balanced relations with Patients' relatives,
- 11.2 maintaining good relations with colleagues and teaching staff, and being analytical and research orientated,
- 11.3 maintaining good relations with health staff,
- 11.4 asking for consultation,
- 11.5 using written and on-line sources correctly,
- 11.6 giving clear and concise information about Patient's condition to Patient and family,
- 11.7 obeying infection control regulations when working in ward and outPatient clinics

NCC 2014 – Essential Medical Procedures (Child Health and Pediatrics)	Performance Level
General and symptom-based history taking	4
Antropometric measurements	4
Head-Neck and ENT examination	4
Abdominal physical examination	4
Consciousness assessment and mood state examination	4
Child and newborn examination	4
Skin examination	4
General condition and vital signs assessment	4
Cardiovascular system examination	4
Musculoskeletal system examination	4
Breast and axillar region examination	4
Neurological examination	4
Respiratory system examination	4
Obtaining informed consent	2
Preparing epicrisis	2
Preparing patient file	3
Referring patient appropriately	2
Preparing death certificate	1
Preparing medical reports and notice	1
Writing prescription	3
Preparing treatment refusal form	1
Application of principles of working with biologic material	3
Preparing stool smear and microscopic examination	2
Reading direct radiographs and assessment	3
Taking and evaluating ECG	3
Fecal occult blood examination	1
Measuring blood glucose level with glucometry	3
Performing bleeding time measurement assessment	4
Filling laboratory request paper	3
Obtaining and transfer laboratory specimens in appropriate conditions	3
Using microscope	3
Performing peripheral smear and assessment	3
Performing full urine analysis (including microscopic examination) and assessment	3
Measuring transcutaneous bilirubine and its assessment	3
Rational drug use	3
Following child growth and development (Percentile graphics, Tanner classification)	4
Establishing IV line	1
Performing newborn care after delivery	2
Hand washing	4
Obtaining biological samples from patient	3
Performing IM, IV, SC, ID injection	3
Urinary catheterization	3
Measuring blood pressure	4
Performing blood transfusion	1
Capillary blood sampling	3
Obtaining sample for culture	3
Performing lomber puncture	1
Nasogastric catheterization	1
Delivering oxygen and administering nebule-inhaler treatment	1
Administering oral, rectal, vaginal and topical medicines	1
Performing paracentesis	1
Performing PPD test	1
Perfoming and assessing pulse oxymetry	1
Providing appropriate cold chain protection and transportation	3
Assesing respiratory function tests	3
Drawing a family tree and referring the patient for genetic counseling when necessary	3
Performing suprapubic bladder aspiration	1
Providing basic life support	3
Solving ethical issues in medical practice	2
Taking heel blood sample	4

ASSESSMENT

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

Question Types (Pencil-Paper Tests)	Proportion (in Pencil-Paper Tests)
Multiple Choice Questions	50%
Extended Matching Questions	10%
Total	60 %
Other Assessment Methods and Tools	Proportion (in Pass/Fail Decision)
Structured Oral Exam (OE)	35%
Logbook	5%
Total	40 %
Pass/Fail Decision	Proportion (in Pass/Fail Decision)
Pencil-Paper Tests	60%
Other Assessment Methods and Tools	40%
Total	100 %

CHILD HEALTH and PEDIATRICS CLERKSHIP PROGRAM GROUP A+B

WEEK 1 / December 14 – 18, 2020

	Monday 14/12/2020	Tuesday 15/12/2020	Wednesday 16/12/2020	Thursday 17/12/2020	Friday 18/12/2020
10.00- 10.50	Lecture Introduction to Pediatrics <i>Filiz Bakar</i> <i>Meltem Uğraş</i> <i>Çiğdem Ayanoğlu</i>	Lecture Cardiovascular System Examination & Electrocardiographic Principles1 <i>Fatma Tuba Coşkun</i>	Lecture Prematurity, Postmaturity <i>Filiz Bakar</i>	Lecture Atopic Dermatitis and Allergic Rhinitis <i>Hülya Sarıçoban</i>	Lecture Approach to Immun Deficiencies-1 <i>Hülya Sarıçoban</i>
11.00-11.50	Lecture History Taking <i>Filiz Bakar</i>	Lecture Cardiovascular System Examination & Electrocardiographic Principles2 <i>Fatma Tuba Coşkun</i>	Lecture Neonatal Hyperbilirubinemia <i>Filiz Bakar</i>	Lecture Acute Gastroenteritis and Parasitosis <i>Çiğdem Ayanoğlu</i>	Lecture Approach to Immun Deficiencies-2 <i>Hülya Sarıçoban</i>
12.00- 12.50	Lunch	Lunch	Lunch	Lunch	Lunch
13.00- 13.50	Lecture Newborn Examination <i>Filiz Bakar</i>	Lecture Neurological Examination <i>Haluk Topaloğlu</i>	Lecture Growth, Development, and Growth Retardation-1 <i>Belma Haliloğlu</i>	Lecture Approach to Nutrition <i>Meltem Uğraş</i>	Lecture Pediatric Basic and Advanced Life Support <i>Perihan Saf</i>
14.00- 14.50	Lecture Respiratory System Examination <i>Hülya Sarıçoban</i>	Lecture Gastrointestinal and Genitourinary System Examination <i>Meltem Uğraş</i>	Lecture Growth, Development, and Growth Retardation-2 <i>Belma Haliloğlu</i>	Lecture Malnutrition & Obesity <i>Meltem Uğraş</i>	Lecture Pediatric Assessment in Pediatric Emergency Department <i>Perihan Saf</i>
15.00-15.50	Independent Learning	Independent Learning	Lecture Urinalysis and Other Body Fluids <i>Jale Çoban</i>	Independent Learning	Lecture Acute Rheumatic Fever and Infective Endocarditis <i>Fatma Tuba Coşkun</i>
15.50 – 18.00	Independent Learning	Independent Learning	Independent Learning	Independent Learning	Independent Learning

WEEK 2 / December 21 – 25, 2020

	Monday 21/12/2020	Tuesday 22/12/2020	Wednesday 23/12/2020	Thursday 24/12/2020	Friday 25/12/2020
10.00- 10.50	Lecture Renal and Liver Function Tests, Electrolytes and Acid-Base Balance <i>Jale Çoban</i>	Lecture Sepsis and Meningococemia <i>Fatma Tülin Şimşek</i>	Lecture Upper Respiratory Tract Infections <i>Hülya Sarıçoban</i>	Lecture Calcium Metabolism <i>Belma Haliloğlu</i>	Lecture Inflammatory Bowel Diseases <i>Meltem Uğraş</i>
11.00-11.50	Lecture Approach to the Child with Fever and Fever of Unknown Origin-1 <i>Perihan Saf</i>	Lecture Shock <i>Çiğdem Ayanoğlu</i>	Lecture Lower Respiratory Tract Infections <i>Hülya Sarıçoban</i>	Lecture Hyperparatiroidism, Hypoparatiroidism <i>Belma Haliloğlu</i>	Lecture Abdominal Pain and Peptic Diseases, H. Pylori Infection, Gastroesophageal Reflux <i>Meltem Uğraş</i>
12.00- 12.50	Lunch	Lunch	Lunch	Lunch	Lunch
13.00- 13.50	Lecture Approach to the Child with Fever and Fever of Unknown Origin-2 <i>Perihan Saf</i>	Lecture Constipation <i>Meltem Uğraş</i>	Lecture Congenital Hypothyroidism <i>Belma Haliloğlu</i>	Lecture Immunization Principles and Vaccination-1 <i>Mustafa Berber</i>	Lecture Tetanus, Diphtheria, Mumps, and Pertussis <i>Fatma Tuba Coşkun</i>
14.00- 14.50	Lecture Perinatal Asphyxia, Cerebral Palsy, <i>Haluk Topaloğlu</i>	Lecture GIS Bleeding <i>Meltem Uğraş</i>	Lecture Hypothyroidism Hyperthyroidism <i>Belma Haliloğlu</i>	Lecture Immunization Principles and Vaccination-2 <i>Mustafa Berber</i>	Lecture Neonatal Infections <i>Mustafa Berber</i>
15.00-15.50	Case Discussion <i>Endi Romano</i>	Independent Learning	Lecture Connective Tissue Diseases and Vasculitic Syndromes <i>Çiğdem Ayanoğlu</i>	Independent Learning	Case Discussion <i>Mustafa Berber</i>
15.50 – 18.00	Independent Learning	Independent Learning	Independent Learning	Independent Learning	Independent Learning

WEEK 3 / December 28 – 31, 2020

	Monday 28/12/2020	Tuesday 29/12/2020	Wednesday 30/12/2020	Thursday 31/12/2020	Friday 01/01/2021
10.00- 10.50	Lecture Fluid and Electrolyte Disorders-1 <i>Perihan Saf</i>	Lecture Hepatitis <i>Meltem Uğraş</i>	Lecture Metabolic Disorders in Newborn <i>Mustafa Berber</i>	Lecture Neonatal Resuscitation, and Neonatal Transport <i>Filiz Bakar</i>	New Year's Holiday
11.00-11.50	Lecture Fluid and Electrolyte Disorders-2 <i>Perihan Saf</i>	Lecture Cirrhosis and Portal Hypertension <i>Meltem Uğraş</i>	Lecture Approach to Intrauterin Infections <i>Mustafa Berber</i>	Lecture Urinary Tract Infections and Tubulopathies <i>Filiz Bakar</i>	
12.00- 12.50	Lunch	Lunch	Lunch	Lunch	
13.00- 13.50	Lecture Maculopapular-Vesicular Diseases <i>Tuba Giray</i>	Lecture Viral Paralytic Diseases <i>Endi Romano</i>	Lecture Asthma <i>Hülya Sarıçoban</i>	Independent Learning	
14.00- 14.50	Lecture Coma and Stroke <i>Haluk Topaloğlu</i>	Lecture Haemophilia, Thrombosis and Disseminated Intravascular Coagulation <i>Sabri Kemahli</i>	Lecture Tuberculosis <i>Hülya Sarıçoban</i>		
15.00-15.50	Independent Learning	Case Discussion <i>Tuba Giray</i>	Independent Learning		
15.50 – 18.00	Independent Learning	Independent Learning	Independent Learning		

WEEK 4 / January 04 – 08, 2021

	Monday 04/01/2021	Tuesday 05/01/2021	Wednesday 06/01/2021	Thursday 07/01/2021	Friday 08/01/2021
10.00- 10.50	Lecture Acid-Base Disorders <i>Perihan Saf</i>	Lecture Adrenal Hypo-Hyperfunction <i>Belma Haliloğlu</i>	Lecture Diabetes Mellitus <i>Belma Haliloğlu</i>	Lecture Carbohydrates and Diabetes Mellitus <i>Serdar Öztezcan</i>	Lecture Neonatal Respiratory Distress-1 <i>Mustafa Berber</i>
11.00-11.50	Lecture Hematology and Coagulation <i>Jale Çoban</i>	Lecture Hypophyseal Diseases <i>Belma Haliloğlu</i>	Lecture Diabetic Ketoacidosis <i>Belma Haliloğlu</i>	Lecture Carbohydrates and Diabetes Mellitus <i>Serdar Öztezcan</i>	Lecture Neonatal Respiratory Distress-2 <i>Mustafa Berber</i>
12.00- 12.50	Lunch	Lunch	Lunch	Lunch	Lunch
13.00- 13.50	Lecture Malabsorption and Celiac Disease <i>Meltem Uğraş</i>	Lecture Basic Principles and Practice of Clinical Biochemistry-1 <i>Serdar Öztezcan</i>	Lecture Cystic Fibrosis and Wheezy Infant <i>Hülya Sarıçoban</i>	Lecture Diseases of Myocardium and Pericardium <i>Endi Romano</i>	Lecture Intoxications <i>Fatma Tülin Şimşek</i>
14.00- 14.50	Lecture Peripheral Blood Smear Evaluation <i>Çetin Timur</i>	Lecture Basic Principles and Practice of Clinical Biochemistry-2 <i>Serdar Öztezcan</i>	Lecture Approach to Urticaria and Anaphylaxis <i>Hülya Sarıçoban</i>	Lecture Congestive Heart Failure <i>Endi Romano</i>	Lecture Haemoglobinopathies (Thalassemia and Sickle Cell Anemia) <i>Sabri Kemahlı</i>
15.00-15.50	Case Discussion <i>Çetin Timur</i>	Independent Learning	Lecture Hemopoietic Stem Cell and Transplantation & Cell Therapies <i>Çetin Timur</i>	Independent Learning	Lecture Blood Transfusions and Complications <i>Sabri Kemahlı</i>
15.50 – 18.00	Independent Learning	Independent Learning	Independent Learning	Independent Learning	Independent Learning

WEEK 5 / January 11 – 15, 2021

	Monday 11/01/2021	Tuesday 12/01/2021	Wednesday 13/01/2021	Thursday 14/01/2021	Friday 15/01/2021
10.00 - 10.50	Lecture Cardiac Markers <i>Serdar Öztezcan</i>	Lecture Approach to the Patient with Convulsion <i>Haluk Topaloğlu</i>	Lecture Diagnostic Methods in Infectious Diseases <i>İ. Çağatay Acuner</i>	Lecture Introduction to Pediatric Oncology; Lymph Nodes and Abdominal Masses <i>Asım Yörük</i>	Lecture Inborn Errors of Metabolism-1 <i>Endi Romano</i>
11.00 - 11.50	Lecture Congenital Heart Diseases-1 <i>Fatma Tuba Coşkun</i>	Lecture Neonatal Convulsions <i>Mustafa Berber</i>	Lecture Respiratory Failure <i>Fatma Tülin Şimşek</i>	Lecture Malignancy in Childhood <i>Asım Yörük</i>	Lecture Inborn Errors of Metabolism-2 <i>Tuba Giray</i>
12.00 - 12.50	Lunch	Lunch	Lunch	Lunch	Lunch
13.00 - 13.50	Lecture Congenital Heart Diseases-2 <i>Fatma Tuba Coşkun</i>	Lecture Infections of CNS <i>Tuba Giray</i>	Lecture Vitamin Deficiencies and Rickets -1 <i>Belma Haliloğlu</i>	Lecture Introduction to Anemia, Iron Deficiency Anemia and Nutritional Anemias <i>Çetin Timur</i>	Lecture Approach to the Dysmorphic Child and Common Genetic Disorder in Pediatrics <i>Ayşegül Kuşkucu</i>
14.00 - 14.50	Lecture Nephrotic Syndrome <i>Endi Romano</i>	Lecture Acute and Chronic Renal Failure <i>Tuba Giray</i>	Lecture Vitamin Deficiencies and Rickets -2 <i>Belma Haliloğlu</i>	Lecture Hematological Disorders in Newborn <i>Çetin Timur</i>	Lecture Hypertension <i>Çiğdem Ayanoğlu</i>
15.00 - 15.50	Case Discussion <i>Hülya Sarıçoban</i>	Independent Learning	Lecture Acute Glomerulonephritis <i>Fatma Tuba Coşkun</i>	Independent Learning	Case Discussion <i>Meltem Uğraş</i>
15.50 – 18.00	Independent Learning	Independent Learning	Independent Learning	Independent Learning	Independent Learning

WEEK 5.5 / January 18 – 20, 2021

	Monday 18/01/2021	Tuesday 19/01/2021	Wednesday 20/01/2021
10.00 - 10.50	Independent Learning	Independent Learning	Assessment Session
11.00 - 11.50			
12.00- 12.50			Program Evaluation Session Review of the Exam Questions, Evaluation of the Clearship Program
13.00 - 13.50			Independent Learning
14.00 - 14.50			Independent Learning
14.50 - 18.00	Independent Learning	Independent Learning	Independent Learning

**YEDİTEPE UNIVERSITY
FACULTY OF MEDICINE
PHASE IV**

GENERAL SURGERY

YEDİTEPE UNIVERSITY HOSPITAL

**Head of the Department of General Surgery: Özcan Gökçe, MD. Prof.
Fatih Ağalar, MD. Prof.
Neşet Köksal, MD.Prof.
Erhan Ayşan, MD Prof.
Mirkhalig Javadov, MD Assist. Prof.**

&

HAYDARPAŞA NUMUNE TRAINING AND RESEARCH HOSPITAL

Education Coordinator Department of General Surgery: Meryem Günay Gürleyik, MD. Prof.

AIM AND LEARNING OBJECTIVES OF GENERAL SURGERY

AIM

Aim of this clerkship is to;

1. **equip** students **with** necessary knowledge, skills and attitudes required to make diagnoses and differential diagnoses of digestive system, endocrine, mammary and emergency surgery diseases, traumatized patients,
2. **equip** students **with** necessary knowledge, skills and attitudes required to approach transplant candidates or transplanted patients,
3. **equip** students **with** necessary knowledge, skills and attitudes required to **order** laboratory and imaging tests available in primary care,
4. **equip** students **with** necessary knowledge, skills and attitudes required to decide treatment modality,
5. **equip** students **with** necessary knowledge, skills and attitudes required to refer Patient to advanced healthcare units upon indication

LEARNING OBJECTIVES

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

KNOWLEDGE

- 1.0 discuss basics of blood transfusion, hemostasis and coagulation
- 2.0 discuss shock types and treatments
- 3.0 summarize stages of systemic response to trauma

SKILLS

- 4.0 assess signs and symptoms, differential diagnoses and treatments options of surgical diseases of digestive system.
- 5.0 assess signs and symptoms, differential diagnoses and treatments of surgical diseases of breast, breast examination; ordering necessary tests for breast cancer and other mammary diseases.
- 6.0 assess signs and symptoms, differential diagnoses and treatments of surgical diseases of endocrine system, thyroid examination; ordering necessary tests for differential diagnosis.
- 7.0 assess signs and symptoms, differential diagnoses and treatments of surgical diseases of hepatobiliary system.
- 8.1. assess existing signs and symptoms of emergency patients,
- 8.2. do Physical Examination,
- 8.3. perform or order laboratory and imaging tests,
- 8.4. evaluate pre-diagnosis and differential diagnosis, treatment steps.
- 9.0. manage fluid-electrolyte balance.
- 10.0 do prophylaxis and treatments of surgical site infections.
- 11.0 plan nutrition of surgical patients.
- 12.1 discuss feasibility and criteria of liver, kidney, pancreas transplant,

- 12.2. do follow-up and treatments of these patients.
- 13.1 manage wound care and dressing,
- 13.2 do basic suturing,
- 13.3. diagnose and drain simply localized abscess or hematoma.
- 14.1. differentiate abdominal trauma (blunt/penetrant),
- 14.2. decide treatment.
- 15.1. decide how to Approach surgical diseases in primary care,
- 15.2. make initial diagnosis and treatment
- 16.0 assess intervention to traumatized Patient.
- 17.0 discuss basic principles of medical oncology.
- 18.1. recognize abdominal hernias,
- 18.2. conduct for treatment.
- 19.1 discuss etiopathogenesis, differential diagnosis and treatment of acute abdomen,
- 19.2. diagnose acute abdomen.
- 20.1 determine diagnoses of surgical diseases and treatment options that can applied at primary health care centers,
- 20.2. determine appropriate transport conditions and transporting criteria.

ATTITUDES

- 21.0 respect privacy of patient-doctor communication and patient privacy
- 22.0 value taking history in good communication manner towards Patient and Patient's relatives
- 23.0 value importance of informing patient and patient's relatives.
- 24.0 value importance of patient transport in compliance with regulations

NCC 2014 – Essential Medical Procedures (General Surgery)	Performance Level
General and symptom-based patient interview	4
Assessing mental status	3
Head-Neck and ENT examination	2
Abdominal physical examination	3
Digital rectal examination	2
General condition and vital signs assessment	3
Cardiovascular system examination	2
Musculoskeletal system examination	2
Breast and axillar region examination	3
Respiratory system examination	3
Urological examination	2
Preparing forensic report	2
Obtaining informed consent	3
Preparing epicrisis	3
Preparing patient file	3
Referring patient appropriately	3
Preparing death certificate	2
Preparing medical reports and notice	2
Writing prescription	3
Preparing treatment refusal form	3
Reading direct radiographs and assessment	2
Measuring and assessing bleeding time	2
Filling laboratory request form	3
Interpretation of screening and diagnostic examination results	2
Definition and management of forensic cases	2
Bandaging and tourniquet application	3
Establishing IV line	2
Incision and drainage of skin and soft tissue abscess	3
Restriction and stopping external bleeding	3
Hand washing	4
Appropriate patient transportation	3
Performing IM, IV, SC, ID injection	3
Urinary catheterization	3
Assessing disease / trauma severity score	3
Measuring blood pressure	3
Performing blood transfusion	2
Obtaining sample for culture	2
Enema administration	2
Nasogastric catheterization	3
Oral, rectal, vaginal and topical drug administration	2
Providing basic life support	3
Transferring amputated limb appropriately	3
Care for burns	2
Superficial suturing and removal of sutures	2

ASSESSMENT

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

Question Types (Pencil-Paper Tests)	Proportion (in Pencil-Paper Tests)
Multiple Choice Questions	100%
Total	100%
Other Assessment Methods and Tools	Proportion (in Other Assessment Methods and Tools)
Oral Exam (OE)	90%
Evaluation of Case Presentation	10%
Total	100 %
Pass/Fail Decision	Proportion (in Pass/Fail Decision)
Pencil-Paper Tests	50%
Other Assessment Methods and Tools	50%
Total	100%

GENERAL SURGERY CLERKSHIP PROGRAM – GROUP A + B

January 21 – 31, 2021

	Thursday 21-Jan-2021	Friday 22-Jan-2021	Monday 25-Jan-2021	Tuesday 26-Jan-2021	Wednesday 27-Jan-2021	Thursday 28-Jan-2021	Friday 29-Jan-2021
09.00- 09.50	Independent Learning	Independent Learning	Independent Learning	Independent Learning	Independent Learning	Independent Learning	Independent Learning
10.00- 10.50	Introductory Session Introduction to General Surgery Program Periampullary Malignancies <i>Özcan Gökçe</i> Disease of the Adrenal Glands and Spleen <i>Özcan Gökçe</i>	Fluid and Electrolyte Therapy <i>Özcan Gökçe</i>	Benign and Malignant Diseases of the Oesophagus <i>Neşet Köksal</i>	Disease of the Breast <i>Neşet Köksal</i>	Acute Abdomen – Peritonitis Physical Examination of Surgery <i>Mirkhalig Javadov</i>	The Systemic Response to Injury <i>Mirkhalig Javadov</i> Disease of the Gallbladder and Biliary Tree <i>Mirkhalig Javadov</i>	Wound Healing and Surgical Infections Surgical Nutrition <i>Erhan Ayşan</i> Evidence Based Medicine: Shock and its Treatment <i>Erhan Ayşan</i>
11.00- 11.50							
12.00- 13.30	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch
13.30- 15.30	Disease of Thyroid Gland and Parathyroid Glands <i>Özcan Gökçe</i>	Pancreatitis, Liver Transplantation, Renal and Pancreas Transplantation <i>Özcan Gökçe</i>	Evidence Based Medicine: Colorectal carcinoma-Anorectal Disease <i>Neşet Köksal</i>	Hernias <i>Neşet Köksal</i>	Evidence Based Medicine: Acute Appendicitis, Intestinal Obstruction <i>Mirkhalig Javadov</i>	Abdominal Trauma Inflammatory Bowel Disease <i>Mirkhalig Javadov</i>	Hemostasis, Surgical Bleeding and Transfusion Gastrointestinal Bleeding- Disorders of Coagulation <i>Erhan Ayşan</i>
15.30- 18.00	Independent Learning	Independent Learning	Independent Learning	Independent Learning	Independent Learning	Independent Learning	Independent Learning

February 01-03, 2021

	Monday 1-Feb-2021	Tuesday 2-Feb-2021	Wednesday 3-Feb-2021
09.00- 09.50	Independent Learning	Independent Learning	Independent Learning
10.00- 10.50	Bening and Malignant Disease of the Stomach <i>Firat Demircan</i>	Independent Learning	Assessment Session
11.00- 11.50			
12.00- 13.30	Lunch	Lunch	Program Evaluation Session Review of the Exam Questions, Evaluation of the Clearship Program
13.30- 15.30	Hydatic Disease of Liver-Liver Abscess and Tumors <i>Firat Demircan</i>	Independent Learning	Independent Learning
15.30 – 18.00	Independent Learning	Independent Learning	Independent Learning

**YEDİTEPE UNIVERSITY
FACULTY OF MEDICINE
PHASE IV**

**OBSTETRICS AND GYNECOLOGY
YEDİTEPE UNIVERSITY HOSPITAL**

Head of the Department of Obstetrics and Gynecology: N. Erkut ATTAR, MD. PhD. Prof.

Gazi Yıldırım, MD. Prof.

Rükset Attar, MD. PhD. Prof.

Orhan Ünal, MD. Prof.

Oya A. Alagöz. MD. Assist. Prof.

Tanju Demirören, MD. Assist. Prof.

Petek F. Arıoğlu, MD. Assist. Prof.

Mert Yeşiladalı, MD.

Melis Gökçe Koçer Yazıcı, MD

Sultan Can, MD.

**&
MINISTRY OF HEALTH
İSTANBUL ÜMRANİYE TRAINING AND RESEARCH HOSPITAL**

Head of the Department of Obstetrics and Gynecology: Murat Muhçu, MD. Assoc. Prof.

AIM AND LEARNING OBJECTIVES OF OBSTETRICS and GYNECOLOGY

AIM

Aim of this clerkship is to;

1. equip students with necessary knowledge, skills and attitudes required to do genital examination,
2. equip students with necessary knowledge, skills and attitudes required to do follow up of pregnancy period,
3. convey necessary knowledge on antenatal tests, normal spontaneous delivery, pathological situations about birth, high risk pregnancy, teratogenicity effects, ectopic pregnancy, contraception and contraceptive methods, gynecological cancers, breast and cervix cancer screening, menopause, osteoporosis, gynecological and obstetric operations,
4. equip students with necessary knowledge, skills and attitudes required to perform primary care medical practice in gynecology and obstetrics.

LEARNING OBJECTIVES

At the end of this clerkship, student should be able to;

KNOWLEDGE

- 1.0. explain antenatal tests, normal spontaneous delivery, pathological situations about birth, high risk pregnancy, teratogenicity effects, ectopic pregnancy, contraception and contraceptive methods, gynecological cancers, breast and cervix cancer screening, menopause, osteoporosis, gynecological and obstetric operations.

SKILLS

- 2.1. take medical history about female genital system,
- 2.2. do systemic Physical Examination including female genital system.
- 3.0. do PAP smear tests
- 4.0 do breast and cervix cancer screening tests.
- 5.0 do menopause and osteoporosis screening tests

ATTITUDES

- 6.0 Approach with right attitude to Patients and their relatives
- 7.0 value doctor-Patient communication and Patient privacy
- 8.0 inform Patient and Patients' relatives with respect

COMPETENCIES

- 9.1 do follow up of normal pregnancy period,
- 9.2 order necessary medical tests in pregnancy.
- 10.0 detect fetal cardiac activity (FCA)
- 11.1 perform antenatal tests like non-stress test (NST) and CST,
- 11.2 evaluate results.
- 12.1 follow and examine normal spontaneous vaginal birth,
- 12.2 detect complications of birth.
- 13.0 detect high risk pregnancies
- 14.1 detect ectopic pregnancies,
- 14.2 make differential diagnosis in acute abdominal pain.
- 15.1 guide Patients about appropriate usage of family planning and contraception methods
- 15.2 provide consultancy to Patients about family planning and contraception methods' usage
- 16.1 recognize emergency Patients' referral conditions
- 16.2 refer Patient safely to appropriate center upon indication
- 16.3 refer high-risk pregnancies to secondary or tertiary reference centers
- 16.4 refer Patients with menopause or osteoporosis to appropriate center upon indication
- 17.0 provide consultancy to Patients about teratogenicity effects in pregnancy.
- 18.0 provide consultancy to Patients about breast and cervix cancer screening.

NCC 2014 – Essential Medical Procedures (Obstetrics and Gynecology)	Performance Level
Examination of pregnant woman	3
Gynecologic examination	3
Obtaining informed consent	4
Preparing epicrisis	4
Preparing patient file	4
Writing prescription	4
Providing care to mother after delivery	3
Performing episiotomy and suturing	2
Following pregnant and puerperant woman	3
Managing spontaneous delivery	2
Obtaining servical and vaginal smear sample	3

ASSESSMENT

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

Question Types (Pencil-Paper Tests)	Proportion (in Pencil-Paper Tests)
Multiple Choice Questions	90%
Extended Matching Questions	5%
Key Features	5%
Total	100%
Other Assessment Methods and Tools	Proportion (in Pass/Fail Decision)
Structured Oral Exam (SOE)	40%
Total	40%
Pass/Fail Decision	Proportion (in Pass/Fail Decision)
Pencil-Paper Tests	60%
Other Assessment Methods and Tools	40%
Total	100%

OBSTETRICS AND GYNECOLOGY - Group A +B March 01- 17, 2021
Week I / March 01- 05, 2021

	Monday 01-Mar-2021	Tuesday 02-Mar-2021	Wednesday 03-Mar-2021	Thursday 04-Mar-2021	Friday 05-Mar-2021
09.00- 09.50	Gynecology: and Overview Including Related Anatomy <i>Mert Yeşiladali</i>	Normal Labor <i>Melis G. K. Yazıcı</i>	Multiple Pregnancies <i>Rukset Attar / Sultan Can</i>	Hematological Disorders and Pregnancy <i>Petek F. Arioğlu</i>	Obstetric Ultrasound Examination <i>Petek F. Arioğlu</i>
10.00- 10.50	Gynecology: and Overview Including Related Anatomy <i>Mert Yeşiladali</i>	Abnormal Labor <i>Melis G. K. Yazıcı</i>	Perinatal Infections <i>Gazi Yıldırım / Sultan Can</i>	Hypertensive Disorders and Pregnancy <i>Petek F. Arioğlu</i>	High-risk Pregnancy: an Overview <i>Petek F. Arioğlu</i>
11.00- 11:50	Obstetrics: an Overview Including Related Anatomy <i>Erkut Attar / Sultan Can</i>	Operative Labor and Cesarean Section <i>Rukset Attar</i>	Rh Isoimmunisation <i>Gazi Yıldırım / Sultan Can</i>	Cardiovascular Diseases and Pregnancy <i>Petek F. Arioğlu</i>	Hormonal Disorders and Pregnancy <i>Melis G. K. Yazıcı</i>
12.00- 13.00	Lunch	Lunch	Lunch	Lunch	Lunch
13.00-13.50	Benign Disorders of Uterus, Fallopian Tubes and Ovaries <i>Mert Yeşiladali</i>	Ovarian Functions and its Neuro-Endocrine Control <i>Erkut Attar</i>	Evaluation of Infertile Couple <i>Erkut Attar</i>	Evidence Based Medicine: Approaching to Endometriosis <i>Gazi Yıldırım</i>	Clinical Embryology <i>Oya A. Alagöz</i>
14.00- 14.50	Benign Disorders of Vulva and Vagina <i>Mert Yeşiladali</i>	Evidence Based Medicine: Ovulation Induction <i>Erkut Attar</i>	Assisted Reproductive Technologies <i>Erkut Attar</i>	Hirsutismus <i>Gazi Yıldırım</i>	Nutrition In Pregnancy and Pre-Gestational and Gestational Diabetes <i>Melis G. K. Yazıcı</i>
15:00- 15.50	Vulvo-Vaginitis <i>Mert Yeşiladali</i>	Anovulation <i>Mert Yeşiladali</i>	Developmental Defects of the Female Reproductive Tract <i>Erkut Attar</i>	Gestational Trophoblastic Diseases <i>Gazi Yıldırım / Sultan Can</i>	Independent Learning
16:00- 17:00	Independent Learning	Independent Learning	Independent Learning	Independent Learning	Independent Learning
17.00-18:00	Independent Learning	Independent Learning	Independent Learning	Independent Learning	Independent Learning

Week II / March 08-12, 2021

	Monday 08-Mar-2021	Tuesday 09-Mar-2021	Wednesday 10-Mar-2021	Thursday 11-Mar-2021	Friday 12-Mar-2021
09.00- 09.50	Perinatal Follow-Ups <i>Tanju Demirören</i>	Pre-invasive Cervical Neoplasm <i>Orhan Ünal</i>	Preterm Premature Rupture of Membranes <i>Tanju Demirören</i>	Gynecological Malignancies and Pregnancy <i>Orhan Ünal</i>	Independent Learning
10.00- 10.50	Antenatal Screening Tests and Prenatal Diagnosis <i>Tanju Demirören</i>	Cervix Carcinoma <i>Orhan Ünal</i>	Bleeding in the Third Trimester <i>Rukset Attar / Sultan Can</i>	Malignant Ovarian Tumors and Malignant Disorders of Fallopian Tubes <i>Orhan Ünal</i>	Independent Learning
11.00- 11.50	Trombophilia and Pregnancy <i>Tanju Demirören</i>	Vulvovaginal Carcinoma <i>Orhan Ünal</i>	Evidence Based Approaching to the Postmenopausal Hormone Treatment <i>Melis G. K. Yazıcı</i>	Malignant Disorders of Uterus, Endometrium Carcinoma <i>Orhan Ünal</i>	
12.00- 13.00	Lunch	Lunch	Lunch	Lunch	Lunch
13.00-13.50	Puerperium and Puerperal Infections <i>Tanju Demirören</i>	Complications of Early Pregnancy <i>Rukset Attar</i>	Pelvic Relaxation <i>Gazi Yıldırım</i>	Pediatric Gynecology, Puberty and Gynecological Disorders in Children and Adolescents <i>Rukset Attar</i>	Independent Learning
14.00- 14.50	Intrauterine Growth Restriction <i>Tanju Demirören</i>	Postpartum Bleeding <i>Rukset Attar</i>	Uro-Gynecology <i>Gazi Yıldırım</i>	Menstrual Disorders, Amenorrhea <i>Rukset Attar</i>	Independent Learning
15.00- 15.50	Evidence Based Assessment of Fetal Well-Being <i>Tanju Demirören</i>	Ectopic Pregnancy <i>Rukset Attar</i>	A Gynecological Case Interactive Discussion <i>Gazi Yıldırım</i>	Abnormal Uterine Bleeding <i>Rukset Attar</i>	
16.00- 16.50	Independent Learning	Independent Learning	Independent Learning	Independent Learning	Independent Learning
17.00-18:00	Independent Learning	Independent Learning	Independent Learning	Independent Learning	

Week III / March 15-17, 2021

	Monday 15-Mar-2021	Tuesday 16-Mar-2021	Wednesday 17-Mar-2021
09.00- 09.50			Independent Learning
10.00- 10.50			
11.00- 12.30			
12.30- 13.30			
13.30-15.30	Independent Learning	Independent Learning	Assessment Session
15.30- 16.30			Program Evaluation Session Review of the Exam Questions, Evaluation of the Clearship Program
16.30- 17.30			Independent Learning
17.30-18:00			

**YEDİTEPE UNIVERSITY
FACULTY OF MEDICINE
PHASE IV**

CARDIOLOGY

YEDİTEPE UNIVERSITY HOSPITAL

**Muzaffer Murat Değertekin, MD. Prof.
Olca Özveren, MD. Assoc. Prof.
Ayça Türer, MD. Assist. Prof.
Mustafa Aytek Şimşek, MD. Assist. Prof.
Burak Hünük, MD. Assist. Prof.**

&

KARTAL KOŞUYOLU HIGHER EDUCATION AND RESEARCH HOSPITAL

**Ramazan Kargın, MD. Assoc. Prof.
Ali Karagöz, MD. Assoc. Prof.
Alev Kılıçgedik, MD. Assoc. Prof.**

AIM AND LEARNING OBJECTIVES OF CARDIOLOGY

AIM

Aim of this clerkship is to;

1. equip students with necessary knowledge, skills and attitudes required to Approach to cardiac Patient,
2. equip students with necessary knowledge, skills and attitudes required to deliver preventive healthcare measures,
3. equip students with necessary knowledge, skills and attitudes required to achieve diagnosis and differential diagnosis of cardiac diseases,
4. equip students with necessary knowledge, skills and attitudes required to apply primary care prophylaxis and treatment to cardiac Patients,
5. equip students with necessary knowledge, skills and attitudes required to refer cardiac Patients to advanced healthcare units upon indication.

LEARNING OBJECTIVES

At the end of this clerkship, student should be able to;

KNOWLEDGE

- 1.0. observe and explain;
 - 1.1 cardiac echocardiography
 - 1.2 pericardiocentesis
 - 1.3 cardiac catheterization and coronary angiography
 - 1.4 Holter ECG monitoring
 - 1.5 cardiac exercise test
 - 1.6 ambulatory blood pressure monitoring
 - 1.7 electrophysiological study and pacemaker implantation

SKILLS

- 2.0 take detailed, relevant history of cardiac Patient
- 3.0 perform detailed Physical Examination of cardiac Patient
- 4.0 supply basic life support to cardiac Patient
- 5.0 evaluate peripheral pulses
- 6.0 evaluate blood pressure of Patient

COMPETENCIES

- 7.0 assess and diagnose electrocardiographic findings
- 8.0 evaluate serum electrolytes, renal function tests, hepatic function tests and thyroid function tests, cardiac biomarkers
- 9.0 assess chest x-rays
- 10.0 perform and evaluate results of

- 10.1 diagnosis of acute cardiac disorders
- 10.2 cardiac auscultation
- 10.3 measurement of blood pressure by sphygmomanometry
- 10.4 cardiac monitoring and ECG

ATTITUDES

- 11.0 assimilate principles of
- 11.1 respecting for Patient rights and obtaining well-balanced relations with Patients' relatives
- 11.2 maintaining good relations with colleagues and teaching staff, being analytical and research orientated
- 11.3 maintaining good relations with other health care workers
- 11.4 asking for consultation
- 11.5 using written and on-line sources correctly
- 11.6 giving clear and concise information about Patient's condition to Patient and relatives
- 11.7 obeying infection control regulations when working at in-Patient and out-Patient clinics

NCC 2014 – Essential Medical Procedures (Cardiology)	Performance Level
General and symptom-based history taking	1
Assessing mental status	1
General condition and vital signs assessment	3
Musculoskeletal system examination	3
Respiratory system examination	3
Cardiovascular system examination	3
Taking and evaluating ECG	2
Establishing IV line	3
Measuring blood pressure	3
Performing defibrillation	2
Performing pericardiosynthesis	2

ASSESSMENT

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

Question Types (Pencil-Paper Tests)	Proportion (in Pencil-Paper Tests)
Multiple Choice Questions	100%
Total	100 %
Other Assessment Methods and Tools	Proportion (in Other Assessments Methods and Tools)
Oral Exam (OE)	40%
Evaluation of Preparation Skills of Patient's File	10%
Total	50 %
Pass/Fail Decision	Proportion (in Pass/Fail Decision)
Pencil-Paper Tests	50%
Other Assessment Methods and Tools	50%
Total	100 %

CARDIOLOGY December 03 – 11, 2020

	Thursday 03-Dec-2020	Friday 04-Dec-2020	Monday 07-Dec-2020	Tuesday 08-Dec-2020	Wednesday 09-Dec-2020	Thursday 10-Dec-2020	Friday 11-Dec-2020
09.00-10.00	Independent Learning	Independent Learning	Independent Learning	Independent Learning	Independent Learning	Independent Learning	Independent Learning
10.00 -10.50	Lecture Introduction to Cardiology Training Program <i>Muzaffer Değertekin</i> History Taking <i>Ayça Türer</i>	Lecture Approach to the Patient with Chest Pain <i>Muzaffer Değertekin</i>	Lecture Hypertension <i>Mustafa Aytek Şimşek</i>	Lecture Pulmonary Vascular Disease <i>Olçay Özveren</i>	Lecture Heart Failure I <i>Ayça Türer</i>	Independent Learning	Assessment Session
11.00- 11.50	Lecture Cardiovascular Examination <i>Ayça Türer</i>	Lecture ST Elevation Myocardial Infarction I <i>Mustafa Aytek Şimşek</i>	Lecture Infective Endocarditis <i>Olçay Özveren</i>	Lecture Tachyarrhythmias <i>Burak Hünük</i>	Lecture Heart Failure II <i>Ayça Türer</i>		Program Evaluation Session Review of the Exam Questions, Evaluation of the CP
11.50-13.00	Lunch	Lunch	Lunch	Lunch	Lunch		
13.00-13.50	Lecture Basic Electrocardiography <i>Burak Hünük</i>	Lecture ST Elevation Myocardial Infarction II <i>Mustafa Aytek Şimşek</i>	Lecture Pericardial Diseases <i>Olçay Özveren</i>	Lecture Tachyarrhythmias <i>Burak Hünük</i>	Lecture Dilated, Restrictive and Hypertrophic Cardiomyopathies <i>Ayça Türer</i>	Independent Learning	Independent Learning
14.00-14.50	Lecture Mitral Valve Diseases <i>Olçay Özveren</i>	Lecture Non-ST Elevation Myocardial Infarction/Unstable Angina <i>Mustafa Aytek Şimşek</i>	Lecture Percutaneous Coronary and Valvular Interventions <i>Muzaffer Değertekin</i>	Lecture Bradyarrhythmias and Heart Blocks <i>Burak Hünük</i>	Lecture Syncope <i>Burak Hünük</i>		Independent Learning
15.00- 15.50	Lecture Aortic Valve Diseases <i>Olçay Özveren</i>	Lecture Chronic Coronary Artery Disease <i>Mustafa Aytek Şimşek</i>	Independent Learning	Lecture Cardiac Pacemakers and Implantable Cardiac Defibrillators <i>Burak Hünük</i>	Lecture Sudden Cardiac Death <i>Burak Hünük</i>		Independent Learning
16.00-16.50	Lecture Tricuspid and Pulmonary Valve Diseases <i>Olçay Özveren</i>	Independent Learning	Independent Learning	Independent Learning	Independent Learning		Independent Learning
17.00-18.00	IL	Independent Learning	Independent Learning	IL	Independent Learning		Independent Learning

YEDİTEPE UNIVERSITY FACULTY OF MEDICINE

PHASE IV

CARDIOVASCULAR SURGERY

YEDİTEPE UNIVERSITY HOSPITAL

Soner Sanioğlu, MD, Prof of Cardiovascular Surgery (Head of the Department)

Halit Yerebakan, MD, Assoc. Prof. of Cardiovascular Surgery (Coordinator)

&

KARTAL KOŞUYOLU HIGHER EDUCATION AND RESEARCH HOSPITAL

Hasan Sunar, MD, Prof of Cardiovascular Surgery

Serpil Taş, MD, Assoc. Prof. of Cardiovascular Surgery

Taylan Adademir, MD, Assoc. Prof. of Cardiovascular Surgery

AIM AND LEARNING OBJECTIVES OF CARDIOVASCULAR SURGERY

AIM

Aim of this clerkship is to;

1. **convey** necessary knowledge on the Approach to evaluation of Patients undergoing cardiovascular surgery, surgical methods of treatment, surgical indications and optimal timing for treatment,
2. **equip** students with necessary knowledge, skills and attitudes required to evaluate possibilities of morbidity and mortality that may occur with these methods,
3. **equip** students with necessary knowledge, skills and attitudes required to do interventions to distinguish emergency cases.

LEARNING OBJECTIVES

At the end of this clerkship, student should be able to;

KNOWLEDGE

- 1.0 define anatomy of cardiovascular system
- 2.0 explain physiology of extracorporeal circulation, techniques and protection of myocardium, brain and spinal cord.
- 3.0 assess signs and symptoms, differential diagnoses and treatments of coronary and valvular heart diseases
- 4.0 assess signs and symptoms, differential diagnoses and treatments of aortic aneurysm and aortic dissection
- 5.0 explain signs and symptoms of large vessel injuries, peripheral arterial diseases, carotid occlusive disease, venous lymphatic system, and congenital (cyanotic and non-cyanotic) heart diseases,
- 6.0 list surgical options for cardiac insufficiency
- 7.0 explain cardiac tumors and pericardial disease
- 8.0 assess sign and symptoms of VTE and explain treatment and prophylaxis of VTE

SKILLS

- 8.1. do Physical Examination and laboratory studies available,
- 8.2. evaluate pre-diagnosis and differential diagnosis, current treatment steps.

ATTITUDES

- 9.0 respect Patient-doctor communication and Patient privacy,
- 10.0 take history with good communication and behaving in a good manner towards Patient and Patients' relatives.
- 11.0 value importance of informing Patient and Patients' relatives.

NCC 2014 – Essential Medical Procedures (Cardiovascular Surgery)	Performance Level
Cardiovascular system examination	1
Neurological examination	3
Reading and assessing direct radiographs	3
Performing pericardiosynthesis	1

ASSESSMENT

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

Question Types (Pencil-Paper Tests)	Proportion (in Pass/Fail Decision)
Multiple Choice Questions	35%
Total	35%
Other Assessment Methods and Tools	Proportion (in Pass/Fail Decision)
Oral Exam (OE)	35%
Final Grade; perceived and appreciated by the training supervisors at outher educational hospitals (practical training).	30%
Total	65 %
Pass/Fail Decision	Proportion (in Pass/Fail Decision)
Pencil-Paper Tests	35%
Other Assessments Methods and Tools	65%
Total	100 %

CARDIOVASCULAR SURGERY - GROUP A + B /
February 19 - 26, 2021

	Friday 19-Feb-2021	Monday 22-Feb-2021	Tuesday 23-Feb-2021	Wednesday 24-Feb-2021	Thursday 25-Feb-2021	Friday 26-Feb-2021
09.00-09.30	Independent Learning	Independent Learning	Independent Learning	Independent Learning	Independent Learning	Independent Learning
09.30-10.20	Lecture Introductory Course History of Cardiovascular Surgery <i>Soner Sanioğlu</i>	Lecture Extracorporeal Circulation and Organ Protection <i>Halit Yerebakan</i>	Lecture Aortic Aneurysm and Aortic Dissection <i>Soner Sanioğlu</i>	Lecture Cardiac Neoplasms and Pericardial Disease <i>Halit Yerebakan</i>		Assessment Session
10.30 – 11.20	Lecture Anatomy of Heart and Great Vessels <i>Soner Sanioğlu</i>	Lecture Surgical Treatment of Coronary Artery Disease <i>Halit Yerebakan</i>	Lecture Aortic Aneurysm and Aortic Dissection <i>Soner Sanioğlu</i>	Lecture Peripheral Arterial Disease and Carotid Occlusive Disease <i>Halit Yerebakan</i>		Program Evaluation Session Review of the Exam Questions, Evaluation of the CP
11.30 – 12.20	Lecture Surgical Treatment of Valvular Heart Disease <i>Soner Sanioğlu</i>	Lecture Congenital Heart Disease Acyanotic <i>Halit Yerebakan</i>	Lecture Venous and Lymphatic System Disease <i>Soner Sanioğlu</i>	Lecture Surgical Treatment of Heart Failure <i>Halit Yerebakan</i>		Independent Learning
12.20 - 13.30	Lunch	Lunch	Lunch	Lunch		
13.30 – 14.20	Lecture Surgical Treatment of Valvular Heart Disease <i>Soner Sanioğlu</i>	Lecture Congenital Heart Disease Cyanotic <i>Halit Yerebakan</i>	Lecture Prophylaxis Diagnosis and Treatment of VTE <i>Soner Sanioğlu</i>	Lecture Heart and Great Vessels Injuries <i>Soner Sanioğlu</i>		
16.00-17.00	Independent Learning	Independent Learning	Independent Learning	Independent Learning		

**YEDİTEPE UNIVERSITY
FACULTY OF MEDICINE
PHASE IV**

PLASTIC, RECONSTRUCTIVE AND AESTHETIC SURGERY

YEDİTEPE UNIVERSITY HOSPITAL

**Uğur Anıl Bingöl, MD. Assoc. Prof. (Head of the Department)
Osman Kelahmetoğlu MD. Assoc. Prof.**

AIM AND LEARNING OBJECTIVES OF PLASTIC, RECONSTRUCTIVE AND AESTHETIC SURGERY

AIM

Aim of this clerkship is to;

1. convey necessary knowledge on diagnosis differential diagnosis and surgical treatment options of congenital anomalies, skin lesions, oncologic surgery and reconstruction, burns, hand surgery, facial and oral surgery and trauma,
2. equip students with necessary knowledge, skills and attitudes required to recognize clinical conditions in primary care and decide treatment,
3. equip students with necessary knowledge, skills and attitudes required to refer Patient to advanced healthcare units upon indication.

LEARNING OBJECTIVES

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

KNOWLEDGE

- 1.1 summarize stages of systemic response to trauma,
- 1.2. assess intervention to traumatized Patient.
- 2.0 explain theoretical knowledge in detail about wound healing, treatment options of open wounds,
- 3.0 explain types of burns, classification, diagnosis and initial interventions for treatment
- 4.0 explain fluid.electrolyte balance.
- 5.0 discuss basics of blood transfusion, hemostasis and coagulation.
- 6.0 define prophylaxis and treatment options of surgical site infections.
- 7.1. assess existing signs and symptoms of emergency Patients,
- 7.2. evaluate pre.diagnosis and differential diagnosis and treatment steps.
- 7.3. select available laboratory or imaging tests
- 8.0. explain etiopathogenesis, signs and symptoms, differential diagnosis and surgical treatment options of congenital anomalies,
- 9.1. assess signs and symptoms, differential diagnosis and treatment options of surgical diseases of breast,
- 9.2. select necessary tests for breast cancer and other mammary diseases.
- 10.0. assess signs and symptoms, differential diagnoses and surgical treatments of face and jaw diseases,
- 11.1. assess signs and symptoms, differential diagnosis and surgical treatment options of extremity diseases,
- 11.2. distinguish need for emergency surgery
- 12.0 comment on basic principles of surgical oncology and oncologic reconstruction

SKILLS

- 13.0 do Physical Examination of emergency Patients,
- 14.0 do neurological examination of cranial nerves,
- 15.0 do breast examination,
- 16.0 use proper suture techniques,

ATTITUDES

- 17.0 respect Patient.doctor communication and Patient privacy,
- 18.0 take history with good communication and behaving in a good manner towards Patient and Patient relatives.
- 19.0 value importance of informing Patient and Patient's relatives.
- 20.1. refer Patient to further health care centers when necessary,
- 20.2. value providing appropriate transport conditions in accordance with regulations.

COMPETENCIES

- 21.0 manage open wounds in accordance with principles of wound care and dressing,
- 22.0 do basic suture up,
- 23.0 diagnose and drain simply localized abscess or hematoma.
- 24.1. distinguish and diagnose surgical diseases,
- 24.2. distinguish treatment options applicable at primary health care centers,
- 24.3. assess indications for transport of Patient to further health care centers
- 24.4. determine appropriate transport conditions.

ASSESSMENT

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

Question Types (Pencil.Paper Tests)	Proportion (in Pass/Fail Decision)
Multiple Choice Questions	50%
Extended Matching Questions	10%
Key Features	10%
Essay Questions	10%
Short Response Essay Questions	10%
Essay Questions (with pictures)	10%
Total	100 %
Other Assessment Methods and Tools	Proportion (in Other Assessments Methods and Tools)
Oral Exam (OE)	40%
Mini Clinical Evaluation Exercise (Mini.CEX)	40%
Global Evaluation of Student's Performance (Without Checklist)	20%
Total	100 %
Pass/Fail Decision	Proportion (in Pass/Fail Decision)
Pencil.Paper Tests	50%
Other Assessments Methods and Tools	50%
Total	100 %

PLASTIC, RECONSTRUCTIVE AND AESTHETIC SURGERY GROUP A+B / FEBRUARY 12 – 18, 2021

	Friday 12.02.2021	Monday 15.02.2021	Tuesday 16.02.2021	Wednesday 17.02.2021	Thursday 18.02.2021
09.00-10.20	Lecture Scope of Plastic Surgery <i>Uğur Anıl Bingöl</i>	Lecture Principles of Hand Surgery <i>Uğur Anıl Bingöl</i>	Lecture Wound Healing <i>Uğur Anıl Bingöl</i>	Lecture Skin Cancer <i>Uğur Anıl Bingöl</i>	Assessment Session
10.30-12.00	Lecture Cosmetic Surgery <i>Uğur Anıl Bingöl</i>	Lecture Principles of Hand Surgery <i>Uğur Anıl Bingöl</i>	Lecture Burn and Reconstructive Surgery <i>Uğur Anıl Bingöl</i>	Lecture Skin Cancer <i>Uğur Anıl Bingöl</i>	Program Evaluation Session Review of the Exam Questions, Evaluation of the Clerkship Program
12.00-13.00	Lunch	Lunch	Lunch	Lunch	Independent Learning
13.00-17.00	Lecture Breast Cancer, Treatment Options & Breast Reconstruction <i>Uğur Anıl Bingöl</i>	Lecture Maxillofacial Trauma <i>Uğur Anıl Bingöl</i>	Lecture Skin Graft and Flap <i>Uğur Anıl Bingöl</i>	Lecture Cleft Lip and Palate <i>Uğur Anıl Bingöl</i>	
	Independent Learning	Independent Learning	Independent Learning	Independent Learning	

**YEDİTEPE UNIVERSITY
FACULTY OF MEDICINE
PHASE IV**

THORACIC SURGERY

YEDİTEPE UNIVERSITY HOSPITAL

Head of the Department of Thoracic Surgery: Sina Ercan, MD. Prof.

&

**SÜREYYAPAŞA THORACIC DISEASES AND
THORACIC SURGERY TRAINING AND RESEARCH HOSPITAL**

İrfan Yalçinkaya, MD. Prof.

S. Volkan Baysungur, MD. Prof.

Çağatay S. Tezel, MD. Assoc. Prof.

Cansel Atinkaya Baytemir, MD. Prof.

Levent Alpay, MD. Assoc. Prof.

Serdar Evman, MD. Assoc. Prof.

Aysun Kosif, MD. Assoc. Prof.

AIM AND LEARNING OBJECTIVES OF THORACIC SURGERY

AIM

Aim of this clerkship is to;

1. Equip students with necessary knowledge, skills and attitudes required to recognize emergencies of major airways, pulmonary vascular structures, lungs, chest wall, esophagus and other frequent pathologies,
2. Equip students with necessary knowledge, skills and attitudes required to complete initial workup to confirm diagnosis,
3. Equip students with necessary knowledge, skills and attitudes required to organize initial treatment as well as arranging quick transfer to a next level health center when needed,
4. Provide students with necessary theoretical and practical training.

LEARNING OBJECTIVES

At the end of this clerkship, student should be able to;

KNOWLEDGE

- 1.0 Define anatomy of structures related to thoracic surgery including lungs, thoracic wall, mediastinum, major airways and esophagus,
- 2.0 Define necessary workup and invasive procedures in accordance with preliminary diagnosis
- 3.1. Evaluate treatment options for patient according to preliminary diagnosis,
- 3.2. Select appropriate treatment option for patient
- 4.0 Define findings of shock in patients with tension pneumothorax, hemoptysis, or trauma interpret basic concepts regarding blood transfusion, hemostasis, and coagulation
- 5.0 Recognize contemporary techniques and technologies used in thoracic surgery
- 6.0 Interpret basic principles of surgical oncology

SKILLS

- 7.0 Perform Physical Examination of a normal respiratory system and upper digestive system
- 8.0 Perform needle decompression of tension pneumothorax
- 9.0 Assess mallampathy level of patient for a safe airway
- 10.0 Locate appropriate point of drainage on patient, according to chest x-ray findings

ATTITUDES

- 11.0 Realize physician's responsibilities to provide counseling and education to patient and patient's relatives regarding general health screening and surveillances (such as smoking cessation, colonoscopy, mammography, etc.) according to patient's sex, age and race if appropriate.
- 12.0 Respect patient-doctor communication and patient privacy
- 13.0 Obtain complete history with appropriate communication skills and behaving in a good manner towards patient and patient's relatives.
- 14.0 Value providing appropriate transport conditions in accordance with regulations.

COMPETENCIES

- 15.0 Plan basic approach and treatment to traumatized patient.
- 16.0 Plan initial management and workup tests of patient presented with respiratory insufficiency
- 17.0 Do preliminary diagnosis in thoracic pathologies by going over differential diagnosis
- 18.0 Realize importance of providing necessary information to patient or patient's relatives
- 19.0 Manage postoperative wound care and dressing
- 20.1. Do followup postoperative patients according to vital parameters, fluid and electrolyte balance, and surgical drain outputs,
- 20.2. Interpret correctly postoperative chest x-rays in order to plan appropriate management
- 21.0. Refer patient to further health care centers upon indication

NCC 2014 – Essential Medical Procedures (Thoracic Surgery)	Performance Level
Respiratory system examination	3
Reading and evaluating direct radiographs	4
Performing pleural puncture	3
Evaluating pulmonary function tests	3

ASSESSMENT

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

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

THORACIC SURGERY - Group A+B 04-11 February 2021

	Thursday 04 Feb 2021	Friday 05 Feb 2021	Monday 08 Feb 2021	Tuesday 09 Feb 2021	Wednesday 10 Feb 2021	Thursday 11 Feb 2021
09.00-09.40	Independent Learning	Independent Learning	Independent Learning	Independent Learning	Independent Learning	Independent Learning Preparation for the Exam
09.45-10.25	Introductory Session Welcome & Acquaintance “Introduction to Thoracic Surgery” İrfan Yalçinkaya	Lecture Surgical Pathologies of Trachea and their Treatment Sina Ercan	Lecture Radiological Evaluation in Thoracic Surgery Çağatay Tezel	Lecture Hemoptysis R. Serdar Evman	Lecture ThoracicTrauma I Aysun Kosif	
10.35-11.15	Lecture Interventional Procedures in Thoracic Surgery İrfan Yalçinkaya	Lecture Preoperative Evaluation and Diagnostic Procedures in Thoracic Surgery Volkan Baysungur	Lecture Benign Lung Diseases& Hydatic Cyst of the Lung Çağatay Tezel	Lecture Chest Wall Diseses and Surgical Treatment R. Serdar Evman	Lecture ThoracicTrauma II Aysun Kosif	
11.20-12.00	Lecture Diaphragmatical Diseases and Surgical Treatment İrfan Yalçinkaya	Lecture SurgicalTreatment of the Pathologies of Pleural Spaces Volkan Baysungur	Lecture Minimal Invasive Surgical Approaches in Thoracic Diseases Levent Alpay	Lecture Mediastinal Diseases and SurgicalTreatment Cansel Atinkaya	Lecture Spontaneous Pneumothorax and Bullous Disorders Aysun Kosif	
12.00-13.00						
13.00-13.40	Lecture Esophageal Diseases and Surgical Treatment İrfan Yalçinkaya	Lecture Pneumothorax Radiology Volkan Baysungur	Lecture Tracheobronchial & Esophageal Foreign Bodies Levent Alpay	Lecture Lung Cancers and Other Tumors of Lung Cansel Atinkaya	Independent Learning Preparation for the Exam	Written Exam
13.50-14.30	Lecture Topographical Anatomy of the Thorax and Thoracic Incisions Cansel Atinkaya	Independent Learning	Independent Learning	Independent Learning		
14.40-15.20	Independent Learning					
15.30-16.10						

**YEDİTEPE UNIVERSITY
FACULTY OF MEDICINE
PHASE IV**

CLINICAL ETHICS

YEDİTEPE UNIVERSITY FACULTY OF MEDICINE

Elif Vatanoğlu Lutz, MD. Assoc. Prof.

AIM AND LEARNING OBJECTIVES OF CLINICAL ETHICS

AIM

Aim of this clerkship is to;

1. remind students essential knowledge on medical ethics,
2. equip students with necessary knowledge, skills and attitudes essential for interpersonal communication skills in medical practice, especially with a focus on cases that may be encountered in routine clinical practice from the aspects of medical ethics and medical law.

LEARNING OBJECTIVES

At the end of this clerkship, student should be able to;

KNOWLEDGE

- 1.0 justify ethical principals by recognizing ethics problems and using basic ethics Approach
- 2.0 define deontological sanctions recognizing part of medical deontology subjects besides legal subjects
- 3.0 outline importance of informed consent in every medical attempt
- 4.0 classify medical information systems in the framework of legal and ethical codes
- 5.0 evaluate doctor's attitude in terms of ethics in recognition of human rights concept in medicine (e.g. in cases of torture, convict Patients' treatment rights, virginity control or dead penalty)
- 6.1. define communication,
- 6.2. classify communication techniques and concepts about communication, recognizing positive and negative aspects of various types of doctor patient relationships
- 7.0. explain useful communication techniques in relationship with people who are desperately ill, recognizing people's different roles and different reactions as important bases in the presence of desperate cases
- 8.1. list concept of abortions and connected terms,
- 8.2. describe legal and ethical responsibilities in these cases
- 9.0 outline ethics Approach and value conflicts about organ donation, considering complete legal regulations and ethical codes in the world and in our country
- 10.0 relate doctor's responsibility with ethical principles in distribution and use of medical sources
- 11.0 recognize respect for Patient's privacy as a basic subject of medicine and doctors' social responsibility.
- 12.0 recognize ethical problems in usage of technology as new reproduction methods
- 13.1. define ethical problems recognizing people's curiosity limit and doctor's social responsibility,
- 13.2. explain importance of genetic consultancy in terms of ethics and ethical problems considering cloning and genome projects.
- 14.0 list international and national regulations in the face of value problems that may occur in process of search and edition.
- 15.0 define code of ethics that are important to protect the rights of experimental subjects
- 16.0 relate concepts of illness and deformity involved in plastic surgery
- 17.0 explain systematically and critically the process of making decision about end of life

SKILLS

- 18.0 use body language and verbal language in communication with Patient in the right way

ATTITUDES

- 19.0 emphasize suitable and full information in order to solve a problem
- 20.0 communicate in the right way while talking to and about Patients at the end of life
- 21.0 improve the techniques about making rapid decision concerning the end of the life
- 22.0 empathize for comprehending importance of individual privacy
- 23.0 consult patient and or relatives without being a router
- 24.0 show respect for Patient's privacy in academic and scientific environments
- 25.0 comprehend that honesty is the essential principle in process of research and publication stage
- 26.0 implement a sensitive policy for value conflicts and ethical dilemmas in order to justify them

COMPETENCIES

27.0 use effective communication and conflict resolution skills being sensitive to value problems in relationship with Patient

28.0 conduct a team work when necessary for dealing with pressure and anxiety arising from dying Patient and relatives

29.0 make a multidisciplinary team work on organ donations by implementing a sensitive policy about organ donations and related value conflicts and ethical dilemmas

ASSESSMENT

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

Assessment Methods and Tools	Proportion (in Pass/Fail Decision)
Evaluation of Case Presentation (With Checklist)	50%
Research Paper Homework	50%
Total	100%

CLINICAL ETHICS Group B / October 12 -16, 2020

	Monday 12.Oct.2020	Tuesday 13.Oct.2020	Wednesday 14.Oct.2020	Thursday 15.Oct.2020	Friday 16.Oct.2020
09.00-09.50	Introductory Session (Introduction to the General Medical Ethics Principles) <i>Elif Vatanoğlu Lutz</i>	Independent Learning Preparation for Student Presentations	Independent Learning Preparation for Student Presentations	Lecture and Discussion (large group) Student Presentations <i>Elif Vatanoğlu Lutz</i>	Collecting the papers Lecture and Discussion (large group) Student Presentations <i>Elif Vatanoğlu Lutz</i>
10.00-10.50	Repeating Physician-Patient Relationship Models <i>Elif Vatanoğlu Lutz</i>				
11.00-11.50	Application of Medical Ethics Principles to Different Physician- Patient Relationship Models <i>Elif Vatanoğlu Lutz</i>				
12.00-12.50	Lunch				
13.00-13.50	Explaining the Interdisciplinary Approach between Medical Law and Medical Ethics <i>Elif Vatanoğlu Lutz</i>	Independent Learning Preparation for Student Presentations	Lecture and Discussion (large group) Student Presentations <i>Elif Vatanoğlu Lutz</i>	Lecture and Discussion (large group) Student Presentations <i>Elif Vatanoğlu Lutz</i>	Lecture and Discussion (large group) Student Presentations <i>Elif Vatanoğlu Lutz</i>
14.00-14.50	Explaining the General Perspective of Medical Law Legislations in Turkey <i>Elif Vatanoğlu Lutz</i>				
15.00-15.50	Talking About Some Basic Examples of International Medical Legislations Which are Different from Turkey <i>Elif Vatanoğlu Lutz</i>				
16.00-16.50	Science Ethic <i>Elif Vatanoğlu Lutz</i>				
17.00-17:50	Research Ethic <i>Elif Vatanoğlu Lutz</i>				

CLINICAL ETHICS Group A / October 19 - 23, 2020

	Monday 19.Oct.2020	Tuesday 20.Oct.2020	Wednesday 21.Oct.2020	Thursday 22.Oct.2020	Friday 23.Oct.2020
09.00-09.50	Introductory Session (Introduction to the General Medical Ethics Principles) <i>Elif Vatanoğlu Lutz</i>	Independent Learning Preparation for Student Presentations	Independent Learning Preparation for Student Presentations	Lecture and Discussion (large group) Student Presentations <i>Elif Vatanoğlu Lutz</i>	Collecting the papers Lecture and Discussion (large group) Student Presentations <i>Elif Vatanoğlu Lutz</i>
10.00-10.50	Repeating Physician Patient Relationship Models <i>Elif Vatanoğlu Lutz</i>				
11.00-11.50	Application of Medical Ethics Principles to Different Physician Patient Relationship Models <i>Elif Vatanoğlu Lutz</i>				
12.00-12.50	Lunch				
13.00-13.50	Explaining the Interdisciplinary Approach Between Medical Law and Medical Ethics <i>Elif Vatanoğlu Lutz</i>	Independent Learning Preparation for Student Presentations	Lecture and Discussion (large group) Student Presentations <i>Elif Vatanoğlu Lutz</i>	Lecture and Discussion (large group) Student Presentations <i>Elif Vatanoğlu Lutz</i>	Lecture and Discussion (large group) Student Presentations <i>Elif Vatanoğlu Lutz</i>
14.00-14.50	Explaining the General Perspective of Medical Law Legislations in Turkey <i>Elif Vatanoğlu Lutz</i>				
15.00- 15.50	Lecture Talking About Some Basic Examples of International Medical Legislations Which are Different from Turkey <i>Elif Vatanoğlu Lutz</i>				
16.00-16.50	Science Ethic <i>Elif Vatanoğlu Lutz</i>				
17.00-17.50	Research Ethic <i>Elif Vatanoğlu Lutz</i>				

**YEDİTEPE UNIVERSITY
FACULTY OF MEDICINE
PHASE IV**

**PUBLIC HEALTH
(EVIDENCE BASED MEDICINE)**

YEDİTEPE UNIVERSITY FACULTY OF MEDICINE

Head of the Department of Public Health: Recep Erol Sezer, MD Prof.

Özlem Tanrıöver, MD Prof.

Hale Arık Taşyikan, MD Assist. Prof.

AIM AND LEARNING OBJECTIVES OF EVIDENCE-BASED MEDICINE

AIM

Aim of this clerkship is to;

1. convey how to access to the updated information that is needed in making decisions about the care of individual patients
2. develop skills for using the obtained evidence.

LEARNING OBJECTIVES

At the end of this clerkship, student should be able to;

- 1.0. define
 - 1.1. the steps to evidence based medicine
 - 1.2. a clinical question in pico format from a patient scenario
 - 1.3. main databases necessary for evidence based medicine
 - 1.4. research methods and hierarchy among methods for producing evidence
 - 1.5. the types of clinical questions
 - 1.6. clinical evidence using clinical query database
 - 1.7. common study designs. identify the major strengths and limitation of each.
 - 1.8. which study designs are best for answering clinical questions related to therapy/prevention.
- 2.0. therapy/prevention
 - 2.1. assess study for validity
 - 2.2. derive number needed to treat (nnt), number needed to harm (nnh)
 - 2.3. interpret confidence intervals, p values, relative risk, odds ratio, hazard ratio
 - 2.4. apply therapy evidence to patients
 - 2.5. define bias in epidemiologic studies
 - 2.6. define confounding factor in epidemiologic studies
- 3.0. diagnosis
 - 3.1. assess study for validity
 - 3.2. derive sensitivity, specificity, positive predictive value, negative predictive value, and likelihood ratios.
 - 3.3. apply diagnostic evidence to patients
 - 3.4. summarize diagnostic evidence in written report
 - 3.5. summarize diagnostic evidence verbally to colleagues
 - 3.6. summarize and interpret diagnostic evidence for a patient in terms he/she will understand
- 4.0. communication skills
 - 4.1. identify common pitfalls to communicating evidence to patients
 - 4.2. describe the steps to communicating evidence to patients
 - 4.3. advocate and use the evidence based medicine approach

ASSESSMENT

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

Other Assessment Methods and Tools	Proportion (in Pass/Fail Decision)
Evaluation of EBM homework (with a checklist)	50%
Evaluation of group presentations and discussions (with a checklist)	40%
Participation to sessions	10%
Total	100 %

PUBLIC HEALTH (EVIDENCE BASED MEDICINE) Group A / October 12 – 16, 2020

	Monday 12.Oct.2020	Tuesday 13.Oct.2020	Wednesday 14.Oct.2020	Thursday 15.Oct.2020	Friday 16.Oct.2020
09.00-09.50	Introductory Session Lecture Introduction to EBM <i>Recep Erol Sezer</i>	Discussion (Large Group) An EBM Story <i>Recep Erol Sezer</i> <i>Özlem Tanrıöver</i> <i>Hale Arık Taşyikan</i>	Lecture Epidemiologic Research Types and Basic Concepts I-II <i>Hale Arık Taşyikan</i>	Discussion (Large Group) An EBM Story <i>Recep Erol Sezer</i> <i>Özlem Tanrıöver</i> <i>Hale Arık Taşyikan</i>	Revision of the EBM homework (if required)
10.00-10.50		Preparation for EBM homework: Facilitators: <i>Recep Erol Sezer</i> <i>Özlem Tanrıöver</i> <i>Hale Arık Taşyikan</i>		Evaluation of Screening Tests <i>Özlem Tanrıöver</i>	Evaluation of the EBM homework
11.00-11.50			Discussion (Large Group) An EBM Story <i>Recep Erol Sezer</i> <i>Özlem Tanrıöver</i> <i>Hale Arık Taşyikan</i>	Lecture Confounding Factor, Bias and Types of Bias <i>Özlem Tanrıöver</i>	
12.00-13.00	Lunch				
13.00-14.50	Preparation for EBM Homework: Constructing answerable EBM questions and searching for evidence Facilitators: <i>Recep Erol Sezer</i> <i>Özlem Tanrıöver</i> <i>Hale Arık Taşyikan</i>	Preparation for EBM homework: Facilitators: <i>Recep Erol Sezer</i> <i>Özlem Tanrıöver</i> <i>Hale Arık Taşyikan</i>	Preparation for EBM homework: Facilitators: <i>Recep Erol Sezer</i> <i>Özlem Tanrıöver</i> <i>Hale Arık Taşyikan</i>	Preparation for, and submission of the EBM homework (latest:14.00) Facilitators: <i>Recep Erol Sezer</i> <i>Özlem Tanrıöver</i> <i>Hale Arık Taşyikan</i>	Revision of the EBM homework (if required) Evaluation of the EBM homework Evaluation of group presentations and discussions
15.00-17.50	Structured group presentations and discussions Facilitators: <i>Recep Erol Sezer</i> <i>Özlem Tanrıöver</i> <i>Hale Arık Taşyikan</i>	Structured group presentations and discussions Facilitators: <i>Recep Erol Sezer</i> <i>Özlem Tanrıöver</i> <i>Hale Arık Taşyikan</i>	Structured group presentations and discussions Facilitators: <i>Recep Erol Sezer</i> <i>Özlem Tanrıöver</i> <i>Hale Arık Taşyikan</i>	The facilitator's feedback to the student on the EBM homework <i>Recep Erol Sezer</i> <i>Özlem Tanrıöver</i> <i>Hale Arık Taşyikan</i>	Program Evaluation Session <i>Recep Erol Sezer,</i> <i>Özlem Tanrıöver,</i> <i>Hale Arık Taşyikan</i>
17.00-17.50					

PUBLIC HEALTH (EVIDENCE BASED MEDICINE) Group B / October 19 – 23, 2020

	Monday 19.Oct.2020	Tuesday 20.Oct.2020	Wednesday 21.Oct.2020	Thursday 22.Oct.2020	Friday 23.Oct.2020
09.00-09.50	Introductory Session	Discussion (Large Group) An EBM Story <i>Recep Erol Sezer, Özlem Tanrıöver, Hale Arık Taşyikan</i>	Lecture Epidemiologic Research Types and Basic Concepts I-II <i>Hale Arık Taşyikan</i>	Discussion (Large Group) An EBM Story <i>Recep Erol Sezer Özlem Tanrıöver Hale Arık Taşyikan</i>	Revision of the EBM homework (if required)
10.00-10.50		Preparation for EBM homework:		Lecture Evaluation of Screening Tests <i>Özlem Tannröver</i>	Evaluation of the EBM homework
11.00-11.50		Introduction to EBM <i>Recep Erol Sezer</i>	Facilitators: <i>Recep Erol Sezer Özlem Tanrıöver Hale Ank Taşyikan</i>	Discussion (Large Group) An EBM Story <i>Recep Erol Sezer Özlem Tanrıöver Hale Arık Taşyikan</i>	Lecture Confounding Factor, Bias and Types of Bias <i>Özlem Tannröver</i>
12.00-13.00	Lunch				
13.00-14.50	Preparation for EBM Homework: Constructing answerable EBM questions and searching for evidence Facilitators: <i>Recep Erol Sezer Özlem Tanrıöver Hale Arık Taşyikan</i>	Preparation for EBM homework: Facilitators: <i>Recep Erol Sezer Özlem Tanrıöver Hale Ank Taşyikan</i>	Preparation for EBM homework: Facilitators: <i>Recep Erol Sezer Özlem Tanrıöver Hale Arık Taşyikan</i>	Preparation for, and submission of the EBM homework (latest:14.00) Facilitators: <i>Recep Erol Sezer Özlem Tanrıöver Hale Arık Taşyikan</i>	Revision of the EBM homework (if required) Evaluation of the EBM homework Evaluation of group presentations and discussions
15.00-17.50	Structured group presentations and discussions Facilitators: <i>Recep Erol Sezer Özlem Tanrıöver Hale Ank Taşyikan</i>	Structured group presentations and discussions Facilitators: <i>Recep Erol Sezer Özlem Tanrıöver Hale Ank Taşyikan</i>	Structured group presentations and discussions Facilitators: <i>Recep Erol Sezer Özlem Tanrıöver Hale Arık Taşyikan</i>	The facilitator's feedback to the student on the EBM homework <i>Recep Erol Sezer Özlem Tanrıöver Hale Arık Taşyikan</i>	Program Evaluation Session <i>Recep Erol Sezer Özlem Tanrıöver Hale Ank Tasyikan</i>
17.00-17.50					

**YEDİTEPE UNIVERSITY
FACULTY OF MEDICINE
PHASE IV**

EMERGENCY MEDICINE

YEDİTEPE UNIVERSITY FACULTY OF MEDICINE

Head of the Department of Emergency Medicine: Sezgin Sarıkaya, MD. Prof.

Pınar Tura, MD, Assist. Prof.

Ferudun Çelikmen, MD, Assist. Prof.

Mustafa Yazıcıoğlu, MD, Assist. Prof.

Cem Şimşek, MD, Assist. Prof.

Emin Gökhan Gencer, MD, Assist. Prof.

Deniz Gürsoy, MD, Emergency Med. Specialist

AIM AND LEARNING OBJECTIVES OF EMERGENCY MEDICINE

AIM

The aim of Emergency Medicine program is to educate doctors who can manage the diseases of cardiovascular system, respiratory system in primary health care settings, when necessary can also consult the patient with other branches and organize the therapy and/or follow-up, can refer the patient to upper healthcare facilities providing appropriate transporting conditions. And also who can manage with all types of critical patients including arrest patients and who have chest pain, shortness of breath, any kind of trauma, stroke and hypotension

LEARNING OBJECTIVES

In the end of the Emergency Medicine program the students should be able to;

KNOWLEDGE

- synthesize chief complaint, history, physical examination, and available medical information to develop a differential diagnosis
- based on all of the available data, narrow and prioritize the list of weighted differential diagnoses to determine appropriate management
- demonstrate clear and concise documentation that describes medical decision-making, ED course, and supports the development of the clinical impression and management plan
- use diagnostic testing based on the pre-test probability of disease and the likelihood of test results altering management.

SKILLS

- perform basic and advanced airway procedures, basic life support
- perform advanced cardiac and trauma life support for adults and children
- manage with a polytrauma patient
- differentiate the reasons of chest pain and treat acute coronary syndromes
- explain the types of shock, manage with a shock patient, define the differentials, select the proper treatment
- define the rhythm on ECG, approach to a patient with tachycardia/bradycardia
- explain the toxidromes and approach to an intoxicated patient
- explain the basic principles of disaster management
- arrange necessary consultation with physicians and other professionals when needed

ATTITUDE

- consider the expectations of those who provide or receive care in the ED and use communication methods that minimize the potential for stress, conflict, and miscommunication
- establish rapport with and demonstrate empathy toward patients and their families
- recognize and resolve interpersonal conflict in the emergency department including conflicts with patients and family
- communicate information to patients and families using verbal, nonverbal, written, and technological skills, and confirm understanding
- communicate risks, benefits, and alternatives to therapeutic interventions to patients and/or appropriate surrogates, and obtain consent when indicated

NCC 2014 – Essential Medical Procedures (Emergency Medicine)	Performance Level
General and symptom-based history taking	3
Mental status evaluation	2
Abdominal physical examination	4
Consciousness assessment and mood state examination	2
General condition and vital signs assessment	3
Cardiovascular system examination	3
Musculoskeletal system examination	2
Respiratory system examination	2
Taking and assessing ECG	4
“Airway” manipulation	4
Bandaging and tourniquet application	2
Defibrillation	4
Restriction and stopping external bleeding	2
Intubation	4
Glasgow-coma-scale assessment	3
Disease / Trauma level scoring assessment	2
Appropriate patient transportation	2
Giving patient recovery position	4
Removal of foreign body with appropriate maneuver	3
Providing advanced life support	4
Cervical collar application	2
Providing basic life support	4
Transporting detached limb after trauma	3

ASSESSMENT

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

Question Types (Pencil-Paper Tests)	Proportion (in Pencil-Paper Tests)
Multiple Choice Questions	100%
Total	100%
Other Assessment Methods and Tools	Proportion (in Other Assessment Methods and Tools)
Evaluation of Student Presentation	100%
Total	100 %
Pass/Fail Decision	Proportion (in Pass/Fail Decision)
Pencil-Paper Tests	50%
Other Assessment Methods and Tools	50%
Total	100%

**EMERGENCY MEDICINE PROGRAM
GROUP A+B / March 18 – 23, 2021**

	Monday 18-Mar-2021	Tuesday 19-Mar-2021	Wednesday 15-Apr-2020	Thursday 16-Apr-2020
08.30- 09.00	Independent Learning	Independent Learning	Independent Learning	Independent Learning
09.00-12.00	Airway Management <i>Lecturer</i> Approach to Chest Pain <i>Emin Gökhan Gencer</i>	ACLS/PALS <i>Pınar Tura</i> Approach to Trauma Patient <i>Lecturer</i>	Student Presentations	Assessment Session
12.00- 12.30	Lunch	Lunch	Lunch	Program Evaluation Session
12.30-16.00	Management of ACS <i>Mustafa Yazıcıoğlu</i> Disaster Preparedness <i>Mustafa Ferudun Çelikmen</i> ECG (Case Based) <i>Cem Şimşek</i>	Approach to Dispnea <i>Lecturer</i> Stroke <i>Sezgin Sarıkaya</i> COVID-19 <i>Deniz Algedik Gürsoy</i>	Student Presentations	
16.00-17.50	Independent Learning	Independent Learning	Independent Learning	Independent Learning

PHASE IV 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
- f) Guide students to counseling services of the university
- h) Set a role model as long as the professional susceptibility, professional guidance, intellectual responsibility, interaction with peers, ethics, physician awareness are concerned
- i) Contribute to cultivation of professional and intellectual development in a rapidly changing world
- j) Acknowledge the coordinator when there are unsolved problems of the students

Consultant .student relationship is a dynamic and mutual process carried out in 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 first month.

The student counseling lists are announced through the Google Classroom pages of the respective phase.



Faculty of Medicine/Phase IV Clerkship Assessment Form

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

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

Success grades and letter grades		
85-100	AA	
75-84	BA	
65-74	BB	
60-64	CB	
50-59	CC	
0	FA	NOT ATTENDED (Failure to attend the clerkship exam and clerkship incomplete exam due to absenteeism)
0-49	FF	FAIL (Failure to pass the clerkship exam / clerkship incomplete exam)

	Letter grade	Success grade
Estimated Grade:		

Head of the Department / Instructor in Charge :

Signature :

Date :

Contact

Faculty Secretary :

Tel: +90 216 578 00 00 (3005)

Dean Secretary:

Tel: +90 216 578 05 05 – 06

Fax: +90 216 578 05 75

Student Affairs:

Tel: 0216 578 06 86

Documents Affairs:

Tel: 0216 578 05 93

Coordinator/ Co.coordinator:

Özlem TANRIÖVER MD, MPH Prof. 216 578 40 00 (3742) otanriover@yeditepe.edu.tr

Gazi YILDIRIM MD, Prof. 216 578 40 00 (4831) / gaziyildirim@yeditepe.edu.tr

Müge BIÇAKÇIGİL MD, Prof. 216 467 88 63 (6109)/ mbicakcigil@yeditepe.edu.tr

Filiz BAKAR MD, Assoc. Prof. 216 578 40 00 (4102) fbakar@yeditepe.edu.tr

Şahin LAÇİN MD, Assist Prof. 216 578 40 00 (5080/ 5090) sahin.lacin@yeditepe.edu.tr

Rengin BİLGİN MD, Assist Prof. 216 578 40 00 (4037-4038) rengin.bilgen@yeditepe.edu.tr

Gökhan GENCER MD, Assist Prof. 216 578 40 00 (4860-5190) gokhan.gencer@yeditepe.edu.tr

Address:

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

34755 Ataşehir, İstanbul

Web: www.yeditepe.edu.tr

<http://www.yeditepe.edu.tr/fakulteler/tip.fakultesi>

e-mail: tipfakdek@yeditepe.edu.tr



YEDİTEPE UNIVERSITY
FACULTY OF MEDICINE

İnönü Mah.Kayışdağı Cad. 26 Ağustos Yerleşimi

34755 Ataşehir / İstanbul

Tel: (+90 216) 578 00 00

www.yeditepe.edu.tr

<http://www.yeditepe.edu.tr/fakulteler/tip.fakultesi>

[TIPE.P.01-B.B.01 Rev 7. 07.12.2020](#)