YEDİTEPE UNIVERSITY

FACULTY of MEDICINE

PHASE V

ACADEMIC PROGRAM BOOK

2018 – 2019

Student's:

Name:…….

Nr:……..

YEDİTEPE UNIVERSITY
FACULTY OF MEDICINE
PHASE V

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

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

AIM

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

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

OUTCOMES

Graduate should be able to:

1) *practice* as a physician,
oriented towards individual and non-individual factors affecting health sustainment and improvement of healthy condition clinical conditions which are frequent in community and/or pose high risk for individual or community health and/or life-threatening or constitute an emergency at a competency level appropriate to deliver primary health care services compatible with surrounding context of health determinants.

1.1. ***explain*** normal structural components of human body, their functions and operational mechanisms at organismal, multisystem, system, organ, tissue, cellular and molecular levels.
1.2. ***explain*** healthy condition and factors affecting health.
1.3. ***explain*** and ***relates*** causes of clinical conditions, courses of effect and outcomes.
1.4. ***explain*** changes (*i.e. physiological and pathological*) in structural components of body, their functions and operational mechanisms under healthy and clinical conditions.
1.5. ***explain*** most frequently occurring or most important clinical complaints (*i.e. chief complaint*), symptoms, signs, laboratory and imaging findings and their emergence mechanisms in clinical conditions.
1.6. ***explain*** current medical and surgical methods used in interventions directed towards health conditions.
1.7. ***use*** contextually appropriate medical history taking method, out of different types (*e.g. comprehensive, focused or hypothetico-deductive*) and systematically, to gather medical information from healthy individual, patient or patient's companions (*i.e. heteroanamnesis*), in case of an encounter with a healthy person or a patient who seeks health care service for a health condition.
1.8. ***employ*** physical examination methods for systems in case of an encounter with a healthy person or a patient who seeks health care service for a health condition.
1.9. accurately ***interpret*** findings in medical history and physical examination, in case of an encounter with a healthy person or a patient who seeks health care service for a health condition.
1.10. ***implement*** diagnostic procedures (*e.g. point of care testing, physician office testing*) required for primary health care, in case of an encounter with a healthy person or a patient who seeks health care service for a health condition.
1.11. ***select*** (***utilize***) tests shown to be highly effective in clinical decision making by evidence-based medicine from the aspects of reliability, practicality and outcome measures, in case of an encounter with a healthy person or a patient who seeks health care service for a health condition, and ***interpret*** results.
1.12. ***make*** clinical decisions (*e.g. benefit estimation, risk estimation, prevention, screening, test requisition, diagnosis, triage, staging, consultation, prognosis, watchful-waiting, intervention, monitoring, end of intervention, discharge, control, end of follow-up*) shown to be highly effective from the aspects of outcome measures by evidence-based medicine, in case of an encounter with a healthy person or a patient who seeks health care service for a health condition.

1.13. accurately ***perform*** interventional procedures (*i.e. interventional clinical skills, competencies and proficiencies*) required for primary health care, in case of an encounter with a healthy person or a patient who seeks health care service for a clinical condition.

1.14. ***coordinate*** referral or transport of patient, when necessary and with patient-centered approach, to secondary health care institution, without posing any risk to patient's health, security and confidentiality, in case of an encounter with a patient who seeks health care service for a clinical condition.

1.15. ***manage*** request or symptom, healthy or clinical condition, and healthy individual or patient, with beneficiary-centered approach, and with clinical decisions made by analytical and critical thinking, clinical reasoning and problem solving methods, in case of an encounter with a patient who seeks health care service for a health condition.

1.16. ***execute*** protective and therapeutic medical practices that are individual, family and community-oriented, easily accessible, integrated and coordinated, continuous, comprehensive, and based on the principles of confidentiality, in primary health care services.

1.17. ***identify*** factors that pose a high risk to individual and community health, and ***determine*** individuals or populations at risk in advance or at an early stage and implement the necessary measures.

1.18. ***value*** preventive health services, ***offer*** primary prevention (*i.e. prevention of diseases for the protection of health*), secondary prevention (*i.e. early diagnosis and treatment*) and tertiary prevention (*i.e. rehabilitation*) services, and ***provide*** consultacy on these issues.

1.19. ***provide*** life-style consultancy and design services to sustain and improve individual and community health.

2) *manage* primary health care services.

2.1 ***manage*** health care team in primary health care organization.

2.2. ***lead*** community with sense of responsibility, good behavior and manners in consideration of individual behaviors and social dynamics of community, and if there is a necessity, ***develop*** projects directed towards health care services.

2.3 ***define*** health management and economics principles, models for organization and finance of health care services.

2.4 ***use*** health care resources with cost-effective manners.

3) *advocate* individual and community health under all circumstances.

3.1. ***provide*** consultancy services to sustain and promote the health of individual and community.

3.2. ***explain*** epidemiology of clinical conditions, and ***define*** measures to reduce frequencies.

3.3. ***describe*** completely all high risk factors for the community health (*e.g. natural disasters, nuclear accidents, fire, war, bio-terrorism, etc.*), and ***implement*** necessary measures in order to prevent effects on health.

3.4. ***explain*** health determinants completely (*e.g. physical environment, social environment, genetic background, individual response -behavior, biology-, health care services, welfare, etc.*), including conditions that prevent access to health care.

4) *perform* medical practices according to regulatory and ethical principles and in consideration of behavioral sciences, social sciences, and humanities.

4.1 ***recognize*** determinants affecting individual behaviors and attitudes, and social dynamics.

4.2 ***recognize*** basic ethical principles completely, and ***distinguish*** ethical and legal problems.

4.3 ***recognize*** regulations concerning national and international health systems.

4.4 ***employ*** safety, security and confidentiality principles completely for beneficiaries of health care services, companions and visitors, and health care workers.

4.5 ***use*** medical record and information systems according to regulations and ethical principles.

4.6 ***value*** informed consent taking in the framework of patients' rights, and ***employ*** fully.

4.7 ***interpret*** historical, anthropological and philosophical evolution of medicine, health and disease concepts, and ***relate*** to current medical practice

5) *establish* correct and effective communication with all stakeholders of health care services and collaborate.

5.1. ***communicate*** by using problem solving abilities during all of professional life with health care beneficiaries, co-workers, accompanying persons, visitors, patient's relatives, care givers, colleagues, other individuals and organizations.

5.2. ***collaborate*** with related organizations and institutions, with other professionals and health care workers as a team member through using problem solving abilities.

5.3. ***communicate*** with all stakeholders with consideration of socio-cultural differences.

6) *promote* self medical knowledge and skills in view of the current scientific developments throughout own career.

6.1. ***adopt*** and ***implement*** the importance of lifelong self-learning.

6.2. ***recognize*** importance of updating knowledge and skills; ***search*** current advancements and improve own knowledge and skills.

6.3. ***speak*** at least one foreign language at advanced level to follow the international literature and communicate with colleagues.

6.4. ***recognize*** methods to reach current scientific knowledge, and ***use*** available technology.

6.5. ***recognize*** principles of evidence-based medicine, and ***implement*** in health care services.

6.6. ***develop*** and ***present*** research projects.

7) *manage* own postgraduate career.

7.1. ***recognize*** and ***investigate*** postgraduate work domains and job opportunities.

7.2. ***determine*** postgraduate work domains, job opportunities and requirements for application, ***distinguish*** and ***plan*** requirements for further training and work experience.

7.3. ***prepare*** a resume, and **recognize** job interview methods.

7.4***. recognize*** health technologies expected to be implemented in near future and emerging work areas.

COORDINATION COMMITTEE

(TEACHING YEAR 2018 – 2019)

Özge KÖNER, MD Prof. (Coordinator)

Ece GENÇ, PhD Prof. (Co-coordinator)

Andaç AYKAN, MD Assoc. Prof. (Co-coordinator)

Oğuzhan ZAHMACIOĞLU, MD Assist Prof. (Co-coordinator)

Asuman CÖMERT ERKILINÇ, MD Assist Prof. (Co-coordinator)

İlke BAHÇECİ, MD Assist Prof. (Co-coordinator)

YEDİTEPE UNIVERSITY
FACULTY OF MEDICINE
PHASE V

DESCRIPTION AND CONTENT

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

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

AIM AND LEARNING OBJECTIVES of PHASE V

AIM

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

LEARNING OBJECTIVES

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

KNOWLEDGE

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

SKILLS

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

ATTITUDES

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

ACADEMIC CALENDAR 2018 – 2019

September 10, 2018 (Monday)	**Beginning of Phase V**
July 15, 2018 (Sunday)	**National Holiday**
August 20-24, 2018 (Monday½ - Friday)	**Religious Holiday**
August 30, 2018 (Thursday)	**National Day**
October 17, 2018 (Wednesday)	**Coordination Committee Meeting**
October 28-29, 2018 (Sunday ½ -Monday)	**Republic Day National Holiday**
November 10, 2018 (Saturday)	**Commemoration of Atatürk**
January 1, 2019 (Tuesday)	**New Year**
January 09, 2019 (Wednesday)	**Coordination Committee Meeting (with student participation)**
March 14, 2019 (Thursday)	**Physicians' Day**
April 23, 2019 (Tuesday)	**National Holiday**
May 1, 2019 (Wednesday)	**Labor's Day**
May 08, 2019 (Wednesday)	**Coordination Committee Meeting (with student participation)**
May 19, 2019 (Sunday)	**National Holiday**
May 31, 2018 (Friday)	**End of Phase V**
June 4-7, 2019 (Tuesday½ - Friday)	**Religiuos Holiday**
June 17-21, 2019 (Monday - Friday)	**Incomplete Exams**
July 17, 2019 (Wednesday)	**Coordination Committee Meeting**

PHASE V
ACADEMIC SCHEDULE 2018 – 2019

	Group 1	Group 2	Group 3	Group 4	Group 5	Group 6	Group 7
10-14.09.2018	ORTHOPAEDICS & TRAUMATOLOGY Y.Ü.T.F. (3 weeks)	RADIOLOGY Y.Ü.T.F. (2 weeks)	ANESTHESIOLOGY Y.Ü.T.F. (2 weeks)	NEUROSURGERY Y.Ü.T.F. (2 weeks)	OPHTHALMOLOGY Y.Ü.T.F. (3 weeks)	OTORHINO-LARYNGOLOGY Y.Ü.T.F. (3 weeks)	DERMATOLOGY Y.Ü.T.F. (3 weeks)
17-21.09.2018							
24-28.09.2018		NUCLEAR MEDICINE Y.Ü.T.F. (1 week)	CHILD PSYCHIATRY Y.Ü.T.F (1 week)	NEUROLOGY Y.Ü.T.F. + F.S.M.E.A.H. (3 weeks)			
01-05.10.2018	PHYSICAL MEDICINE &REHABILITATION Y.Ü.T.F.+ F.S.M.E.A.H (2 weeks)	MEDICAL GENETICS Y.Ü.T.F* (1 week)	PSYCHIATRY Y.Ü.T.F + E.R.S.H. (2 weeks)		UROLOGY Y.Ü.T.F (2 weeks)	PEDIATRIC SURGERY Y.Ü.T.F + Ü.E.A.H. (2 weeks)	INFECTIOUS DISEASES Y.Ü.T.F +H.N.H. (2 weeks)
08-12.10.2018		RADIATION ONCOLOGY K.L.K. (1 week)					
15-19.10.2018	DERMATOLOGY Y.Ü.T.F. (3 weeks)	ORTHOPAEDICS & TRAUMATOLOGY Y.Ü.T.F. (3 weeks)	RADIOLOGY Y.Ü.T.F. (2 weeks)	PSYCHIATRY Y.Ü.T.F + E.R.S.H. (2 weeks)	NEUROLOGY Y.Ü.T.F. + F.S.M.E.A.H. (3 weeks)	OPHTHALMOLOGY Y.Ü.T.F. (3 weeks)	OTORHINO-LARYNGOLOGY Y.Ü.T.F. (3 weeks)
22-26.10.2018							
30.10-02.11.2018			NUCLEAR MEDICINE Y.Ü.T.F. (1 week)	CHILD PSYCHIATRY Y.Ü.T.F (1 week)			
05-09.11.2018	INFECTIOUS DISEASES Y.Ü.T.F +H.N.H. (2 weeks)	PHYSICAL MEDICINE &REHABILITATION Y.Ü.T.F.+ F.S.M.E.A.H (2 weeks)	MEDICAL GENETICS Y.Ü.T.F* (1 week)	ANESTHESIOLOGY Y.Ü.T.F. (2 weeks)	NEUROSURGERY Y.Ü.T.F. (2 weeks)	UROLOGY Y.Ü.T.F (2 weeks)	PEDIATRIC SURGERY Y.Ü.T.F + Ü.E.A.H. (2 weeks)
12-16.11.2018			RADIATION ONCOLOGY K.L.K. (1 week)				
19-23.11.2018	OTORHINO-LARYNGOLOGY Y.Ü.T.F. (3 weeks)	DERMATOLOGY Y.Ü.T.F. (3 weeks)	ORTHOPAEDICS & TRAUMATOLOGY Y.Ü.T.F. (3 weeks)	RADIOLOGY Y.Ü.T.F. (2 weeks)	PSYCHIATRY Y.Ü.T.F + E.R.S.H. (2 weeks)	NEUROLOGY Y.Ü.T.F. + F.S.M.E.A.H. (3 weeks)	OPHTHALMOLOGY Y.Ü.T.F. (3 weeks)
26- 30.11.2018							
03-07.12.2018				NUCLEAR MEDICINE Y.Ü.T.F. (1 week)	CHILD PSYCHIATRY Y.Ü.T.F (1 week)		
10-14.12.2018	PEDIATRIC SURGERY Y.Ü.T.F + Ü.E.A.H. (2 weeks)	INFECTIOUS DISEASES Y.Ü.T.F +H.N.H. (2 weeks)	PHYSICAL MEDICINE &REHABILITATION Y.Ü.T.F.+ F.S.M.E.A.H (2 weeks)	MEDICAL GENETICS Y.Ü.T.F* (1 week)	ANESTHESIOLOGY Y.Ü.T.F. (2 weeks)	NEUROSURGERY Y.Ü.T.F. (2 weeks)	UROLOGY Y.Ü.T.F (2 weeks)
17-21.12.2018				RADIATION ONCOLOGY K.L.K. (1 week)			
24-28.12-2018	OPHTHALMOLOGY Y.Ü.T.F. (3 weeks)	OTORHINO-LARYNGOLOGY Y.Ü.T.F. (3 weeks)	DERMATOLOGY Y.Ü.T.F. (3 weeks)	ORTHOPAEDICS & TRAUMATOLOGY Y.Ü.T.F. (3 weeks)	RADIOLOGY Y.Ü.T.F. (2 weeks)	PSYCHIATRY Y.Ü.T.F + E.R.S.H. (2 weeks)	NEUROLOGY Y.Ü.T.F. + F.S.M.E.A.H. (3 weeks)
31.12.2018-04.01.2019							
07-11.01.2019					NUCLEAR MEDICINE Y.Ü.T.F. (1 week)	CHILD PSYCHIATRY Y.Ü.T.F (1 week)	
14-18.01.2019	UROLOGY Y.Ü.T.F (2 weeks)	PEDIATRIC SURGERY Y.Ü.T.F + Ü.E.A.H. (2 weeks)	INFECTIOUS DISEASES Y.Ü.T.F +H.N.H. (2 weeks)	PHYSICAL MEDICINE &REHABILITATION Y.Ü.T.F.+ F.S.M.E.A.H (2 weeks)	MEDICAL GENETICS Y.Ü.T.F* (1 week)	ANESTHESIOLOGY Y.Ü.T.F. (2 weeks)	NEUROSURGERY Y.Ü.T.F. (2 weeks)
21-25.01.2019					RADIATION ONCOLOGY K.L.K. (1 week)		

	Group 1	Group 2	Group 3	Group 4	Group 5	Group 6	Group 7
28.01-01.02.2019	NEUROLOGY Y.Ü.T.F. + F.S.M.E.A.H. (3 weeks)	OPHTHALMOLOGY Y.Ü.T.F. (3 weeks)	OTORHINO-LARYNGOLOGY Y.Ü.T.F. (3 weeks)	DERMATOLOGY Y.Ü.T.F. (3 weeks)	ORTHOPAEDICS & TRAUMATOLOGY Y.Ü.T.F. (3 weeks)	RADIOLOGY Y.Ü.T.F. (2 weeks)	PSYCHIATRY Y.Ü.T.F + E.R.S.H. (2 weeks)
04-08.02.2019							
11-15.02.2019						NUCLEAR MEDICINE Y.Ü.T.F. (1 week)	CHILD PSYCHIATRY Y.Ü.T.F (1 week)
18-22.02.2019	NEUROSURGERY Y.Ü.T.F. (2 weeks)	UROLOGY Y.Ü.T.F (2 weeks)	PEDIATRIC SURGERY Y.Ü.T.F + Ü.E.A.H. (2 weeks)	INFECTIOUS DISEASES Y.Ü.T.F +H.N.H. (2 weeks)	PHYSICAL MEDICINE &REHABILITATION Y.Ü.T.F.+ F.S.M.E.A.H (2 weeks)	MEDICAL GENETICS Y.Ü.T.F* (1 week)	ANESTHESIOLOGY Y.Ü.T.F. (2 weeks)
25.02-01.03.2019						RADIATION ONCOLOGY K.L.K. (1 week)	
04-08.03.2019	PSYCHIATRY Y.Ü.T.F + E.R.S.H. (2 weeks)	NEUROLOGY Y.Ü.T.F. + F.S.M.E.A.H. (3 weeks)	OPHTHALMOLOGY Y.Ü.T.F. (3 weeks)	OTORHINO-LARYNGOLOGY Y.Ü.T.F. (3 weeks)	DERMATOLOGY Y.Ü.T.F. (3 weeks)	ORTHOPAEDICS & TRAUMATOLOGY Y.Ü.T.F. (3 weeks)	RADIOLOGY Y.Ü.T.F. (2 weeks)
11-15.03.2019							
18-22.03.2019	CHILD PSYCHIATRY Y.Ü.T.F (1 week)						NUCLEAR MEDICINE Y.Ü.T.F. (1 week)
25-29.03.2019	ANESTHESIOLOGY Y.Ü.T.F. (2 weeks)	NEUROSURGERY Y.Ü.T.F. (2 weeks)	UROLOGY Y.Ü.T.F (2 weeks)	PEDIATRIC SURGERY Y.Ü.T.F + Ü.E.A.H. (2 weeks)	INFECTIOUS DISEASES Y.Ü.T.F +H.N.H. (2 weeks)	PHYSICAL MEDICINE &REHABILITATION Y.Ü.T.F.+ F.S.M.E.A.H (2 weeks)	MEDICAL GENETICS Y.Ü.T.F* (1 week)
01-05.04.2019							RADIATION ONCOLOGY K.L.K. (1 week)
08-12.04.2019	RADIOLOGY Y.Ü.T.F. (2 weeks)	PSYCHIATRY Y.Ü.T.F + E.R.S.H. (2 weeks)	NEUROLOGY Y.Ü.T.F. + F.S.M.E.A.H. (3 weeks)	OPHTHALMOLOGY Y.Ü.T.F. (3 weeks)	OTORHINO-LARYNGOLOGY Y.Ü.T.F. (3 weeks)	DERMATOLOGY Y.Ü.T.F. (3 weeks)	ORTHOPAEDICS & TRAUMATOLOGY Y.Ü.T.F. (3 weeks)
15-19.04.2019							
22-26.04.2019	NUCLEAR MEDICINE Y.Ü.T.F. (1 week)	CHILD PSYCHIATRY Y.Ü.T.F (1 week)					
29.04-03.05.2019	MEDICAL GENETICS Y.Ü.T.F* (1 week)	ANESTHESIOLOGY Y.Ü.T.F. (2 weeks)	NEUROSURGERY Y.Ü.T.F. (2 weeks)	UROLOGY Y.Ü.T.F (2 weeks)	PEDIATRIC SURGERY Y.Ü.T.F + Ü.E.A.H. (2 weeks)	INFECTIOUS DISEASES Y.Ü.T.F +H.N.H. (2 weeks)	PHYSICAL MEDICINE &REHABILITATION Y.Ü.T.F.+ F.S.M.E.A.H (2 weeks)
06-10.5.2019	RADIATION ONCOLOGY K.L.K. (1 week)						
13-22.05.2019	CL. PHARMACOLOGY Y.Ü.T.F. (GROUP I)				FORENSIC MEDICINE Y.Ü.T.F. (GROUP II)		
23.05-31.05. 2019	FORENSIC MEDICINE Y.Ü.T.F. (GROUP I)				CL. PHARMACOLOGY Y.Ü.T.F. (GROUP II)		

K.L.K.: Dr. Lütfi Kırdar Kartal Training and Research Hospital
E.R.S.H: Erenköy Ruh ve Sinir Hastalıkları Training and Research Hospital
F.S.M.E.A.H: Fatih Sultan Mehmet Training and Research Hospital
H.N.H. : Haydarpaşa Numune Training and Research Hospital
Ü.E.A.H: Ümraniye Training and Research Hospital

YEDİTEPE UNIVERSITY
FACULTY OF MEDICINE
PHASE V

STUDENT GROUPS

GROUP 1			
1	20140800075	DİLARA UMUT	ALTUN
2	20160800108	NAZ CANSU	AKKAŞ
3	20130800010	HİLMİ	ALPTEKİN
4	20140800096	LADEN	ALTAY
5	20150800107	MUHARREM BERKER	ALTINTAŞ
6	20130800009	ALEV	ARSLAN
7	20140800023	MUSTAFA CANER	AYDIN
8	20140800022	İLKE ESİN	AYDINER
9	20140800015	BERİL	BALAK
10	20140800018	ECE	BATUR
11	20140800073	NİYAZİ GÖRKEM	BEKTAŞ
12	20140800068	İREM	BOLLUK
13	20130800074	YILDIRIM HAN	BOZAL
GROUP 1 REPRESENTATIVE: İLKE ESİN AYDINER			

GROUP 2			
1	20140800088	BASSEL	BSAT
2	20140800014	HATİCE ZEYNEP	CEYLAN
3	20130800079	VOLKAN	CİVELEK
4	20130800069	BÜŞRA NUR	COŞAN
5	20130800059	YUNUS EMRE	ÇADIRCI
6	20140800020	EGEMEN KAAN	ÇAKAR
7	20130800045	SEÇKİN	ÇELİK
8	20140800070	ECE MELİS	ÇETİNKAYA
9	20140800009	GÖKTUĞ	ÇETİNYOL
10	20160800093	SİMAY	ÇİL
11	20130800001	SERKAN	DEKTAŞ
12	20140800102	BATUHAN BERK	DEMİR
13	20140800069	UMAY	DİLEK
GROUP 2 REPRESENTATIVE: EGEMEN KAAN ÇAKAR			

GROUP 3			
1	20130800006	HASAN	DÖNER
2	20140800081	EZGİ	DUMAN
3	20170800113	FERİDE NURSELİ	ENGEL
4	20160800106	HAZAL	ERDİNÇ
5	20130800020	MELİKE SABA	ERDİNÇ
6	20130800075	MURAT	ERDOĞAN
7	20120800088	DAMLA	ERDOĞAN
8	20140800077	MERYEM BEYZA	ERKAN
9	20140800027	MERCAN	EZELSOY
10	20140800053	GÖRKEM	FEYZULLAHOĞLU
11	20140800084	LORINA	HAZIRI
12	20130800008	ZELİHA NUR	IRMAK
13	20140800041	ÖMER SERTAÇ	İLASLAN

GROUP 3 REPRESENTATIVE: ZELİHA NUR IRMAK

GROUP 4			
1	20140800039	AYSU	KAÇAR
2	20140800045	OSMAN KAMİL	KAMİLOĞLU
3	20130800068	SİDAR	KARABULUT
4	20120800045	İREM BUSE	KARAKUM
5	20130800048	SILA	KARAKUŞ
6	20140800058	BURAKSU	KARSLI
7	20140800034	MELİH KAĞAN	KAVCIOĞLU
8	20130800076	EREN	KAVUKÇU
9	20120800023	KORAY	KAYA
10	20140800013	ALİ	KESER
11	20130800003	KEVSER	KİŞİFLİ
12	20130800028	DENİZ	KOCA
13	20140800004	KIVANÇ	KORKMAZ

GROUP 4 REPRESENTATIVE: KIVANÇ KORKMAZ

GROUP 5			
1	20130800012	ATA	KÖKEN
2	20140800076	ECE	KUDUBAN
3	20130800043	GÖZDE	KURAN
4	20130800088	JOSEPF FURKAN	KÜÇÜKTAŞ
5	20130800078	SENA	LOĞOĞLU
6	20140800082	EDA	OLCAYTUĞ
7	20140800072	ECEM	OLTULU
8	20130800046	MEYSA	ÖNCEL
9	20130800035	DENİZ CAN	ÖNEN
10	20140800071	YAĞIZ	ÖZDAĞ
11	20140800038	FEHMİ GİRAY	ÖZGÜN
12	20120800005	OĞUZ GÖKBERK	ÖZHAN
13	20170800117	SELEN	ÖZKAN

GROUP 5 REPRESENTATIVE: ATA KÖKEN

GROUP 6			
1	20130800005	SELMA NUR	ÖZKİRAZ
2	20130800070	DUHA YAREN	ÖZTÜRK
3	20140800001	ALİ EMRE	ÖZTÜRK
4	20130800050	ATİLA BERKE	ÖZÜS
5	20140800046	NAZ	PAYTONCU
6	20140800063	HÜMA ARDA	PEDİRİK
7	20120800002	KONURALP	SAĞLAM
8	20130800072	PELİN	SARI
9	20140800033	DİLANUR SULTAN	SEÇİLMİŞ
10	20130800065	SEMİH SERGEN	SEMERCİ
11	20120800009	OĞUZCAN	SERNİKLİ
12	20140800064	AYŞE EZGİ	SEVER
13	20140800035	ZELİHA İLKE	SUNGUR
GROUP 6 REPRESENTATIVE: DUHA YAREN ÖZTÜRK			

GROUP 7			
1	20140800086	NAİLE	ŞABAN
2	20140800056	MUSTAFA EFE	ŞÜKÜROĞLU
3	20130800066	ELİF NUR	TAKIR
4	20130800060	AYŞE NAZ	TEKKÖK
5	20140800067	ESRA EZGİ	TEMÜR
6	20160800099	ECE	TOPKAYA
7	20140800079	DENİZ	TURGUT
8	20130800004	ZEYNEP İLAY	YALÇIN
9	20130800071	OLCAY	YAVUZ
10	20130800042	YEKTA	YILDIRIM
11	20140800049	ÖYKÜ MERVE	YILMAZ
12	20140800007	MERVE	ZENGİN
GROUP 7 REPRESENTATIVE: ECE TOPKAYA			

SPECIFIC SESSIONS / PANELS

Introductory Session

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

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

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

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

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

Clerkship Evaluation Session

Aim of the Session:

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

Objectives of the Program Evaluation Session are to;

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

Process:

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

Rules of the Clerkship Evaluation Session :

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

Program Improvement Session

Aim:

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

Objectives:

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

Rules:

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

Implementation:

Before the Session

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

During the Session

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

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

After the Session

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

INDEPENDENT LEARNING

Description:

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

Aim:

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

Objectives:

With this instructional strategy, students will develop;

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

Rules:

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

What a student should do for learning independently?

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

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

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

Reference:

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

For further reading useful resources to recommend to students:

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

ASSESSMENT PROCEDURES

Assessment approaches, assessment methods and assessment tools that used in Phase 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

Definitions of the Assessment Methods and Question Types

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

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

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

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

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

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

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

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

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

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

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

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

YEDİTEPE UNIVERSITY FACULTY OF MEDICINE EXAM RULES

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

• Other activities requiring disciplinary action-

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

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

CLERKSHIP PROGRAMS

(37 WEEKS)

ORTHOPEDICS AND TRAUMATOLOGY (3 weeks)

PSYCHIATRY (2 weeks)

CHILD PSYCHIATRY (1 week)

NEUROSURGERY (2 weeks)

NEUROLOGY (3 weeks)

OPTHALMOLOGY (3 weeks)

OTORHINOLARYNGOLOGY (2 weeks)

DERMATOLOGY (3 weeks)

PHYSICAL MEDICINE AND REHABILITATION (2 weeks)

RADIOLOGY (2 weeks)

NUCLEAR MEDICINE (1 week)

RADIATION ONCOLOGY (1 week)

ANESTHESIOLOGY AND REANIMATION (2 weeks)

UROLOGY (2 weeks)

INFECTIOUS DISEASES AND CLINICAL MICROBIOLOGY (2 weeks)

PEDIATRIC SURGERY (2 weeks)

MEDICAL GENETICS (1 week)

CLINICAL PHARMACOLOGY (1.5 week)

FORENSIC MEDICINE (1.5 week)

PHASE V ORIENTATION PROGRAM

(The program is held in conferance hall in Yeditepe University Hospital on the 11th of September between 12:30 - 13:30 hours. Each student should attend the orientation program.)

Özge Köner, MD Prof. (Coordinator)

Ece Genç, PhD Prof. (Co-coordinator)

Andaç Aykan, MD Assoc. Prof. (Co-coordinator)

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

Asuman Cömert Erkılınç, MD Assist Prof. (Co-coordinator)

İlke Bahçeci, MD Assist Prof. (Co-coordinator)

ORTHOPEDICS AND TRAUMATOLOGY TRAINING PROGRAM

(3 weeks)

YEDİTEPE UNIVERSITY HOSPITAL

Head of the Department of Orthopedics and Traumatology: Faik Altıntaş, MD Prof.
Uğur Şaylı, MD Prof.
Turhan Özler, MD Assoc. Prof.
Gökhan Meriç, MD Assoc. Prof.
Onur Kocadal, MD Assist. Prof.

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

ASSESSMENT TABLE

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

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

Week 1

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00-9:00	Introductory Session Introduction to Orthopedics and Traumatology *Faik Altıntaş*	Case Presentation (Student) or Ward Round or Preop-X Ray Round	Case Presentation (Student) or Ward Round or Preop-X Ray Round	Case Presentation (Student) or Ward Round or Preop-X Ray Round	Case Presentation (Student) or Ward Round or Preop-X Ray Round
9:00-12:00	Clinical Experience (Outpatient/ Surgical)	Clinical Experience (Outpatient/ Surgical)	Clinical Experience (Outpatient/ Surgical)	Clinical Experience (Outpatient/ Surgical)	Clinical Experience (Outpatient/ Surgical)
12:00-13:00	**Lunch**	**Lunch**	**Lunch**	**Lunch**	**Lunch**
13:00-16:00	**Lecture** Pelvis and Acetabular Fractures Open Fractures and Wound Treatment *Gökhan Meriç*	**Lecture** Dislocations and Fractures of the Lower Extremity Fractures of Children *Turhan Özler*	**Lecture** Basic Principles of Fractures and Fracture Healing Osteomyelitis and Septic Arthritis *Onur Kocadal*	**Lecture** Benign and Malign Bone Tumors *Onur Kocadal*	**Lecture** Spinal Trauma and Fractures *Gökhan Meriç*
16:00-17:00	Clinical Skills Learning (Examination of Hip)	Clinical Skills Learning (Examination of Knee)	Clinical Skills Learning (Examination of Upper Extremity)	Clinical Skills Learning (Pediatric Examination)	Clinical Skills Training (Cast Application)
17.00-18.00	**Independent Learning**	**Independent Learning**	**Independent Learning**	**Independent Learning**	**Independent Learning**

Week 2

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00-9:00	Case Presentation (Student) or Ward Round or Preop-X Ray Round	Case Presentation (Student) or Ward Round or Preop-X Ray Round	Case Presentation (Student) or Ward Round or Preop-X Ray Round	Case Presentation (Student) or Ward Round or Preop-X Ray Round	Case Presentation (Student) or Ward Round or Preop-X Ray Round
9:00-12:00	Clinical Experience (Outpatient/ Surgical)	Clinical Experience (Outpatient/ Surgical)	Clinical Experience (Outpatient/ Surgical)	Clinical Experience (Outpatient/ Surgical)	Clinical Experience (Outpatient/ Surgical)
12:00-13:00	**Lunch**	**Lunch**	**Lunch**	**Lunch**	**Lunch**
13:00-16:00	**Lecture** Developmental Dysplasia of the Hip Perthes Disease Slipped Capital Femoral Epiphysis *Onur Kocadal*	**Lecture** Metabolic Bone Diseases Avascular Bone Necrosis and Management in Adults *Onur Kocadal*	**Lecture** Osteoarthritis and Arthroplasty *Faik Altıntaş*	**Lecture** Shoulder and Elbow Problems Knee Problems in Sports Medicine and Arthroscopy Cartilage Biology and Injuries *Turhan Özler*	**Lecture** Scoliosis and Kyphosis Degenerative and Inflammatory Diseases of the Spine *Gökhan Meriç*
16:00-17:00	Clinical Skills Training (Gait Evaluation)	Clinical Skills Training (Wound Management)	Clinical Skills Training (Management after Sports Injury)	Clinical Skills Training (Examination of Spine)	Clinical Skills Training (Examination of Cerebral Palsy)
17.00-18.00	**Independent Learning**	**Independent Learning**	**Independent Learning**	**Independent Learning**	**Independent Learning**

Week 3

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00-9:00	Case Presentation (Student) or Ward Round or Preop-X Ray Round	Case Presentation (Student) or Ward Round or Preop-X Ray Round	Case Presentation (Student) or Ward Round or Preop-X Ray Round	Case Presentation (Student) or Ward Round or Preop-X Ray Round	**Assessment Session**
9:00-12:00	Clinical Experience (Outpatient/ Surgical)	Clinical Experience (Outpatient/ Surgical)	Clinical Experience (Outpatient/ Surgical)	Clinical Experience (Outpatient/ Surgical)	
12:00-13:00	**Lunch**	**Lunch**	**Lunch**	**Lunch**	**Lunch**
13:00-16:00	**Lecture** Congenital Anomalies of the Lower Extremity PEV *Uğur Şaylı*	**Lecture** Disorders of the Foot and Ankle *Uğur Şaylı*	**Lecture** Dislocations and Fractures of the Upper Extremity, Cerebral Palsy *Onur Kocadal*	**Lecture** Microvascular Surgery and Replantations *Gökhan Meriç*	Program Evaluation Session Review of the Exam Questions, Evaluation of the Program *Turhan Özler*
16:00-17:00	Clinical Skills Training (Evaluation of X-ray in Pediatric Orthopaedics)	Clinical Skills Training (Evaluation of X-ray in Tumors)	Clinical Skills Training (The Follow-up after Microsurgery)	**Independent Learning**	

PSYCHIATRY TRAINING PROGRAM

(2 weeks)

YEDİTEPE UNIVERSITY HOSPITAL

Head of the Department of Psychiatry: **Naz Berfu Akbaş, MD Assoc. Prof.**
Okan Taycan, MD Assoc. Prof.

ERENKÖY NEUROPSYCHIATRIC RESEARCH AND TRAINING HOSPITAL

Medine Güleç, MD Assoc. Prof.
Hüseyin Güleç, MD Assoc. Prof.
Serhat Çıtak, MD Assoc. Prof.
Emrem Beştepe, MD Assoc. Prof.

CLERKSHIP	**PSYCHIATRY** *Aim of this clerkship is to*;
AIM	1. ***convey*** necessary knowledge on psychiatric disorders, diagnosis and differential diagnosis, 2. ***equip*** students ***with*** knowledge, skills and attitudes required to start treatment of diseases, 3. ***equip*** students ***with*** knowledge, skills and attitudes required to perform follow- up in primary health care services, 4. ***equip*** students ***with*** knowledge, skills and attitudes required to inform patient and their relatives about disorder,
LEARNING OBJECTIVES *At the end of this term, student should be able to:*	
KNOWLEDGE	1. ***describe*** organic, physiological and psychological causes of depression, anxiety
	2. ***describe*** organic, physiological and psychological factors related with bipolar disorder, phobias, substance use disorders, psychosomatic disorders,
	3. ***describe*** personality disorders
SKILLS	4.1. ***assess*** mental status, 4.2. ***take*** psychiatric history
	5. ***make*** psychiatric examination
ATTITUDES	6. ***make*** neutral, extra-judicial and indiscriminate approaches to patient
	*7.1.**value*** privacy of patients, 7.2***.give*** patients confidence
	8. ***maintain*** empathy and effective communication with patient and accompanying persons or care givers
COMPETENCIES	9.1. ***distinguish*** symptoms and signs of psychiatric conditions, 9.2. ***arrange*** appropriate order for laboratory tests and consultations 9.3. ***diagnose*** psychiatric conditions, 9.4. ***do*** preliminary interventions, 9.5. ***make*** stabilization of psychiatric emergency cases in emergency conditions like suicide, conversion disorder, manic episode, substance-related emergencies 9.6. ***arrange*** appropriate initial treatment, 9.7. ***inform*** patients and care givers on personality disorders 9.8. ***schedule*** follow-up process
	*10. **handle*** self protection from a violent patient

ASSESSMENT TABLE

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

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

Week 1

	Monday	Tuesday	Wednesday	Thursday	Friday
09:00-11:00	Clinical experience (Outpatient) Erenköy NRTH	Clinical experience (Outpatient) Erenköy NRTH	**Lecture** Psychiatric Emergencies Okan Taycan	Clinical experience (Outpatient) Erenköy NRTH	Clinical experience (Outpatient) Erenköy NRTH
11:00-12:00	Clinical experience (Outpatient) Erenköy NRTH	Clinical experience (Outpatient) Erenköy NRTH	Psychiatry Dep. Journal Club	Clinical experience (Outpatient) Erenköy NRTH	Clinical experience (Outpatient) Erenköy NRTH
12:00-13:00	**Lunch**	**Lunch**	**Lunch**	**Lunch**	**Lunch**
13:00-14:30	Introductory Session (Introduction to Psychiatry) *Okan Taycan*	**Lecture** Psychiatric Assessment of a Patient *Okan Taycan*	Clinical experience (Outpatient) Erenköy NRTH	**Lecture** Major Depressive Disorder *Naz B. Akbaş*	**Lecture** Delirium and Other Cognitive Disorders *Naz B. Akbaş*
14:45-16:15	**Lecture** Signs and Symptoms in Psychiatry *Okan Taycan*	**Lecture** Personality Disorders *Okan Taycan*	Clinical experience (Outpatient) Erenköy NRTH	**Lecture** Bipolar Disorders *Naz B. Akbaş*	**Lecture** Anxiety Disorders *Naz B. Akbaş*
16:30-17:30	**Independent Learning**	**Independent Learning**	**Independent Learning**	**Independent Learning**	**Independent Learning**

Week 2

	Monday	Tuesday	Wednesday	Thursday	Friday
09:00-10:30	Clinical Experience (Outpatient) Erenköy NRTH	Clinical Experience (Outpatient) Erenköy NRTH	**Lecture** Substance Related Disorders *Naz B. Akbaş*	Clinical Experience (Outpatient) Erenköy NRTH	**Assessment Session**
10:4S-12:00	Clinical Experience (Outpatient) Erenköy NRTH	Clinical Experience (Outpatient) Erenköy NRTH	**Lecture** Eating Disorders *Naz B. Akbaş*	Clinical Experience (Outpatient) Erenköy NRTH	
12:00-13:00	**Lunch**	**Lunch**	**Lunch**	**Lunch**	**Lunch**
13:00-14:30	**Lecture** Schizophrenia and Other Psychoses *Okan Taycan*	**Lecture** Treatment in Psychiatry *Okan Taycan*	Clinical Experience (Outpatient) Erenköy NRTH	**Lecture** Somatic Symptom Disorders *Naz B. Akbaş*	Program Evaluation Session Review of the Exam Questions, Evaluation of the Program *Naz B. Akbaş* *Okan Taycan*
14:30-16:00	**Lecture** Schizophrenia and Other Psychoses *Okan Taycan*	**Lecture** Obsessive Compulsive Disorder *Okan Taycan*	Clinical Experience (Outpatient) Erenköy NRTH	**Lecture** Sexual Dysfunctions *Naz B. Akbaş*	
16:30-17:30	**Independent Learning**	**Independent Learning**	**Independent Learning**	**Independent Learning**	

CHILD AND ADOLESCENT PSYCHIATRY TRAINING PROGRAM

(1 week)

YEDİTEPE UNIVERSITY HOSPITAL

Oğuzhan Zahmacıoğlu, MD. Assist Prof.

CLERKSHIP	**CHILD AND ADOLESCENT PSYCHIATRY** *Aim of this clerkship is to*;
AIM	1. ***convey*** necessary knowledge on psychiatric disorders, diagnosis and differential diagnosis, 2. ***equip*** students ***with*** knowledge, skills and attitudes required to start treatment of diseases, 3. ***equip*** students ***with*** knowledge, skills and attitudes required to perform follow-up in primary health care services, 4. ***equip*** students ***with*** knowledge, skills and attitudes required to inform patient and their relatives about disorder, 5. ***equip*** students ***with*** knowledge, skills and attitudes required to direct patient to specialist when necessary.
LEARNING OBJECTIVES *At the end of this term, student should be able to:*	
KNOWLEDGE	1. ***describe*** organic, physiological and psychological causes of depression, anxiety and panic attacks
	2. ***describe*** organic, physiological and psychological factors related with bipolar disorder, phobias, substance use disorders, psychosomatic disorders, ADHD
	3. ***describe*** personality disorders
SKILLS	4.1. ***assess*** mental status, 4.2. ***take*** psychiatric history
	5. ***make*** psychiatric examination
ATTITUDES	6. ***make*** neutral, extra-judicial and indiscriminate approaches to patient
	7.1. ***value*** privacy of patients, *7.2.* ***give*** patients confidence
	8. ***maintain*** empathy and effective communication with patient and accompanying persons or care givers
COMPETENCIES	9.1. ***distinguish*** symptoms and signs of psychiatric conditions, 9.2. ***arrange*** appropriate order for laboratory tests and consultations 9.3. ***diagnose*** psychiatric conditions, 9.4. ***do*** preliminary interventions, 9.5. ***make*** stabilization of psychiatric emergency cases in emergency conditions like suicide, conversion disorder, manic episode, substance-related emergencies 9.6. ***arrange*** appropriate initial treatment, 9.7. ***inform*** patients and care givers on personality disorders 9.8. ***schedule*** follow-up process 9.9. ***refer*** to specialist when necessary
	*10.****handle*** self protection from a violent patient

Week 1

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

NEUROSURGERY TRAINING PROGRAM

(2 weeks)
YEDİTEPE UNIVERSITY HOSPITAL

Head of the Department of Neurosurgery: **M. Gazi Yaşargil, MD Prof.**
Uğur Türe, MD Prof.
Ahmet Hilmi Kaya, MD Prof.
M. Volkan Harput, MD Assist. Prof.
C. Kaan Yaltırık, MD Assist. Prof.

CLERKSHIP	**NEUROSURGERY** *Aim of this clerkship is to*;
AIM	***1. convey*** necessary knowledge on common neurosurgical diseases including pathology, symptomatology and clinical findings of neurosurgical diseases required to organize early treatment and referral of patients to appropriate center upon indication
LEARNING OBJECTIVES	*At the end of this term, student should be able to:*
KNOWLEDGE	*1.* ***recognize*** general clinical presentation in neurosurgical patients.
	2. ***recognize*** neurosurgical emergencies *(head and spinal trauma, intracerebral hemorrhage and peripheral nerve injuries)*
	3.1 ***recognize*** intracranial hypertension and brain herniation syndromes 3.2 ***recognize*** skull base fractures and cerebrospinal fluid fistulas.
	1. ***recognize*** clinical findings in common brain tumors to refer patients to appropriate centers.
	2. ***describe*** spinal trauma and spinal cord injury in early period and transfer of patient to appropriate center based on knowledge of immobilization status.
	3. ***recognize*** non-traumatic neck, dorsal and low back pain
	4. ***describe*** differential diagnosis of metastatic spinal tumors and primary spinal tumors with other spinal disorders.
	5. ***define*** peripheral nerve compression syndromes and nerve injuries
	6. ***describe*** hydrocephalus, craniosynostosis and spinal dysraphism.
	7. **r *ecognize*** infections meningitis, brain abscess,tuberculosis,brucellosis
	8. ***describe*** management of plegic patients to prevent bedsores, encourage mobilization and hygiene.
SKILLS	12.1 ***do*** patient history taking 12.2. ***make*** neurological examination in neurosurgical patients.
	13.1 ***perform*** resuscitation, intravenous catheter placement, wound cleaning and closure in neurosurgical emergencies. 13.2 ***make*** immobilization, apply corset in spinal trauma and knows how to transfer patient in penetrating head trauma to start early emergent treatment
	14. ***plan*** *initial* treatment of increased intracranial pressure.
	15. ***do*** initial treatment of neurogenic, spinal and hemorrhagic shock.
	16. ***do*** wound cleaning in meningomyelocele for protection of sac.
	17.1.***make*** advices for protective precautions in degenerative spinal diseases
ATTITUDES	18. ***be aware of*** importance of early treatment in neurosurgical emergencies and referral of patients to appropriate center when necessary
	19.***take*** protective precautions in neurosurgical patients in addition to referral
COMPETENCIES	20.1. ***start*** emergency and early treatment in neurosurgical emergencies 20.2. ***organize*** referral of patients.

ASSESSMENT TABLE

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

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

Week 1

	Monday	Tuesday	Wednesday	Thursday	Friday
09.00- 09.50	Grand Round	Grand Round	Grand Round	Grand Round	Grand Round
10.00- 10.50	**Lecture** Introduction to Neurosurgery Neurological Examination 1 *Ahmet Hilmi Kaya*	**Lecture** Functional Neurosurgery 1 *Ahmet Hilmi Kaya*	**Lecture** Pediatric Neurosurgery and Hydrocephalus 1 *Volkan Harput*	**Lecture** Vascular Neurosurgery 1 *Uğur Türe*	**Lecture** Intracranial Tumors 1 *M. Gazi Yaşargil*
11.00- 11.50	**Lecture** Introduction to Neurosurgery Neurological Examination 2 *Ahmet Hilmi Kaya*	**Lecture** Functional Neurosurgery 2 *Ahmet Hilmi Kaya*	**Lecture** Pediatric Neurosurgery and Hydrocephalus 2 *Volkan Harput*	**Lecture** Vascular Neurosurgery 2 *Uğur Türe*	**Lecture** Intracranial Tumors 2 *M. Gazi Yaşargil*
12.00- 12.50	**Lunch**	**Lunch**	**Lunch**	**Lunch**	**Lunch**
13.00- 15.50	Clinical Experience (Outpatient) *Uğur Türe*	Clinical Experience (Outpatient) *Ahmet Hilmi Kaya*	Clinical Experience (Outpatient) *Uğur Türe*	Clinical Experience (Outpatient) *Kaan Yaltırık*	Clinical Experience (Outpatient) *Ahmet Hilmi Kaya*
16.00- 16.50	**Independent Learning**	**Independent Learning**	**Independent Learning**	**Independent Learning**	**Independent Learning**
17.00-17.50					

Week 2

<table>
<tr><th></th><th>Monday</th><th>Tuesday</th><th>Wednesday</th><th>Thursday</th><th>Friday</th></tr>
<tr><td>09.00- 09.50</td><td>Grand Round</td><td>Grand Round</td><td>Grand Round</td><td>Grand Round</td><td rowspan="3">Assessment Session</td></tr>
<tr><td>10.00- 10.50</td><td>Lecture
Spinal Trauma and Spinal Cord Injury
Kaan Yaltırık</td><td>Lecture
Spinal Neurosurgery 1
Ahmet Hilmi Kaya</td><td>Lecture
Peripheric Neurosurgery
Kaan Yaltırık</td><td>Clinical Experience
(Outpatient)
Volkan Harput</td></tr>
<tr><td>11.00- 11.50</td><td>Lecture
Head Trauma
Kaan Yaltırık</td><td>Lecture
Spinal Neurosurgery 2
Ahmet Hilmi Kaya</td><td>Lecture
Peripheric Neurosurgery
Kaan Yaltırık</td><td>Clinical Experience
(Outpatient)
Volkan Harput</td></tr>
<tr><td>12.00- 12.50</td><td>Lunch</td><td>Lunch</td><td>Lunch</td><td>Lunch</td><td>Lunch</td></tr>
<tr><td>13.00- 13.50</td><td rowspan="3">Student Seminar
Volkan Harput</td><td rowspan="3">Student Seminar
Kaan Yaltırık</td><td rowspan="3">Student Seminar
Kaan Yaltırık</td><td rowspan="5">Independent Learning</td><td rowspan="5">Program Evaluation Session
Review of the Exam Questions Evaluation of the Program
Kaan Yaltırık
Volkan Harput
Ahmet Hilmi Kaya
Uğur Türe</td></tr>
<tr><td>14.00- 14.50</td></tr>
<tr><td>15.00- 15.50</td></tr>
<tr><td>16.00- 16.50</td><td rowspan="2">Independent Learning</td><td rowspan="2">Independent Learning</td><td rowspan="2">Independent Learning</td></tr>
<tr><td>17.00-17.50</td></tr>
</table>

NEUROLOGY TRAINING PROGRAM

(3 weeks)

YEDİTEPE UNIVERSITY HOSPITAL

Head of the Department of Neurology: Berrin Aktekin, MD Prof.
Burcu Uğurel, MD Assoc. Prof.
H. Rengin Bilgen, MD
Hakan Şilek, MD

&

FATİH SULTAN MEHMET TRAINING AND RESEARCH HOSPITAL

Chief of Neurology Department: Eren Özgörke, MD Assoc. Prof.
Pelin Ak, MD
Nüket Manukyan, MD
Gökcen Akar Öztürk, MD
Işıl Kalyoncu Aslan, MD

CLERKSHIP	**NEUROLOGY** *Aim of this clerkship is to*;
AIM	1. ***equip*** students ***with*** necessary knowledge, skills and attitudes to recognize pathology, symptomatology and clinical properties of clinical conditions related to neurology, 2. ***equip*** students ***with*** necessary knowledge, skills and attitudes to initiate neurologic medical treatment in emergency cases, and to refer patients to specialized medical departments
LEARNING OBJECTIVES *At the end of this term, student should be able to:*	
KNOWLEDGE	1. ***describe*** clinical presentations of clinical conditions related to neurology (*headache, demyelinating diseases, movement disorders, dementia, epilepsy, sleep disorders, cerebrovascular diseases, muscle disorders, peripheral nerve and spinal cord diseases*)
	2. ***explain*** early interventions in clinical conditions related to neurology
	3. ***explain*** prognosis of clinical conditions related to neurology
	4. ***recognize*** drugs which should not be used in neurological diseases
SKILLS	5. ***take*** relevant medical history of clinical conditions related to neurology
	6. ***make*** neurological examination
	7. ***apply*** examinations to make differential diagnosis (*to exclude cardiac and metabolic pathologies*)
	8. ***design*** initial interventions to keep blood pressure in normal limits or to stop drugs in use in stroke patients with hypertension
	9. ***evaluate*** Glasgow coma scoring of unconscious patients
	10. ***plan*** and ***request*** medical tests to investigate etiology of unconsciousness
ATTITUDES	*11.* ***be aware of*** importance of differentiation of neurological complaints
	12. ***prioritize*** urgent examinations
	13. ***value*** early invention
	14. ***support*** patients with information for protective measures
	15. ***warn*** patients for drugs which should not be used in neurological diseases

COMPETENCIES	*16.* ***start*** urgent medical interventions in neurological emergencies *(epileptic seizure, status epilepticus, ischemic and hemorrhagic stroke, myasthenia crisis, CNS infections, acute autoimmune polyneuropathies, headaches with secondary etiologies and/or with primer etiologies which need early intervention)*
	17. ***make*** patient referrals to appropriate specialized medical departments
	18. ***make*** basic treatment of patients with chronic neurological conditions *(following hydration situation of immobile patients, nourishment of patients, preventing of decubitus, checking drug convergence of patients and giving information)*

ASSESSMENT TABLE

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

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

Week 1

	Monday	Tuesday	Wednesday	Thursday	Friday
08.30-09.20	Introductory Session (Introduction to Neurology) *Eren Gözke*	Ward Round	**Lecture** Coma *Nüket Manukyan*	Ward Round	Ward Round
09.30-10.20	Ward Round	Ward Round	Ward Round	Ward Round	Ward Round
10.30-11.20	Ward Round	**Lecture** Semiology *Pelin Ak*	**Lecture** Coma *Nüket Manukyan*	**Lecture** Multiple Sclerosis *Eren Gözke*	Ward Round
11.30-12.20	Ward Round	**Lecture** Semiology *Pelin Ak*	Ward Round	**Lecture** Multiple Sclerosis *Eren Gözke*	Ward Round
12:30-13:30	**Lunch**	**Lunch**	**Lunch**	**Lunch**	**Lunch**
13.30-14.20	**Lecture** Motor Neuron Disorders *H. Rengin Bilgen*	Case Presentation *Eren Gözke*	Clinical Experience (inpatient) *Eren Gözke*	Case Presentation *Eren Gözke*	Journal Club
14.30-15.20	**Lecture** Motor Neuron Disorders *H. Rengin Bilgen*	Case Presentation *Eren Gözke*	Clinical Experience (inpatient) *Eren Gözke*	Case Presentation *Eren Gözke*	Ward Round
15.30-16.20	Clinical Experience (inpatient) *Eren Gözke*	Case Presentation *Eren Gözke*	Clinical Experience (inpatient) *Eren Gözke*	Case Presentation *Eren Gözke*	Ward Round
16.30-17.20	**Independent Learning**	**Independent Learning**	**Independent Learning**	**Independent Learning**	**Independent Learning**

Week 2

	Monday	Tuesday	Wednesday	Thursday	Friday
08.30-09.20	**Lecture** Dementia *Burcu Örmeci*	**Lecture** Infections of CNS *Hakan Şİlek*	Ward Round	Ward Round	**Lecture** Sleep Disorders *Burcu Örmeci*
09.30-10.20	**Lecture** Dementia *Burcu Örmeci*	**Lecture** Infections of Nervous Systems *Hakan Şilek*	**Lecture** Epilepsy *Berrin Aktekin*	**Lecture** Spinal Cord Diseases *Berrin Aktekin*	**Lecture** Sleep Disorders *Burcu Örmeci*
10.30-11.20	**Lecture** Headache *Hakan Şilek*	**Lecture** Movement Disorders *Burcu Örmeci*	**Lecture** Epilepsy *Berrin Aktekin*	**Lecture** Spinal Cord Diseases *Berrin Aktekin*	**Lecture** Muscle Diseases *H. Rengin Bilgen*
11.30-12.20	**Lecture** Headache *Hakan Şilek*	**Lecture** Movement Disorders *Burcu Örmeci*	**Lecture** EEG *Berrin Aktekin*	**Lecture** NMJ Diseases *H. Rengin Bilgen*	**Lecture** Muscle Diseases *H. Rengin Bilgen*
12:30-13:30	**Lunch**	**Lunch**	**Lunch**	**Lunch**	**Lunch**
13.30-16.20	Clinical Experience (Out-patient)	Clinical Experience (Out-patient)	Clinical Experience (Out-patient)	Clinical Experience (Out-patient)	Clinical Experience (Out-patient)
16.30-17.20	**Independent Learning**	**Independent Learning**	**Independent Learning**	**Independent Learning**	**Independent Learning**

Week 3

	Monday	Tuesday	Wednesday	Thursday	Friday
08.30-09.20	Ward Round	Ward Round	Ward Round	Ward Round	Assessment Session
09.30-10.20	Ward Round	Ward Round	Ward Round	Ward Round	
10.30-11.20	**Lecture** Cerebro -Vascular Diseases *Işıl Kalyoncu Aslan*	**Lecture** Cerebro -Vascular Diseases *Işıl Kalyoncu Aslan*	**Lecture** Disorders of Peripheral Nerves *Eren Gözke*	Ward Round	
11.30-12.20	Clinical Experience (inpatient) *Eren Gözke*	Clinical Experience (inpatient) *Eren Gözke*	**Lecture** Disorders of Peripheral Nerves *Eren Gözke*	Clinical Experience (Out-Patient)	
12:30-13:30	**Lunch**	**Lunch**	**Lunch**	**Lunch**	**Lunch**
13.30-14.20	Clinical Skills Learning (Bed Side Examination) *Eren Gözke*	Clinical Skills Learning (Bed SideExamination) *Eren Gözke*	Clinical Experience (Out-Patient)	Clinical Experience (Out-Patient)	Program Evaluation Session Review of the Exam Questions, Evaluation of the Program Hakan Şilek
14.30-1S.20	Clinical Experience (Out-Patient)	Clinical Experience (Out-Patient)			
1S.30-16.20	Clinical Experience (Out-Patient)	Clinical Experience (Out-Patient)			
16.30-17.20	**Independent Learning**	**Independent Learning**	**Independent Learning**	**Independent Learning**	

OPHTHALMOLOGY TRAINING PROGRAM

(3 weeks)

YEDİTEPE UNIVERSITY EYE CENTER

Head of the Department of Ophthalmology: Şule Ziylan, MD Prof.

Belkıs Ilgaz Yalvaç, MD Prof.
Sinan Tatlıpınar, MD Prof.
Raciha Beril Küçümen, MD Prof.
Vildan Öztürk, MD Assist. Prof.
Muhsin Altunsoy, MD Assist. Prof.
İlke Bahçeci Şimşek, MD Assist. Prof.
Alp Kayıran, MD Ophthalmologist

CLERKSHIP	**OPHTALMOLOGY** *Aim of this clerkship is to*;
AIM	1. ***convey*** necessary knowledge on pathology, symptomatology, clinics and pharmacology of eye diseases
LEARNING OBJECTIVES *At the end of this term, student should be able to:*	
KNOWLEDGE	*1.* ***describe*** anatomy of eye and appendages and orbit,
	2. ***classify*** refractive errors and different methods of treatment
	3. ***describe*** pathologies of the cornea, conjunctiva, lacrimal system, eyelids and the orbit, mechanisms of occurrence, signs and symptoms, methods of examination and ancillary tests, and treatment options of these pathologies
	4. ***describe*** signs and symptoms of different lenticular diseases including cataracts, indications and methods of surgical treatments,
	5. ***explain*** mechanisms of occurrence, diagnostic and treatment methods and pharmacology of various glaucoma types,
	6. ***classify*** uveitis syndromes with respect to affected anatomical sites, signs and symptoms and ***describe*** different treatment options
	7. ***describe*** mechanisms of occurrence, signs and symptoms, methods of examination and ancillary tests, and treatment options of vascular and age related diseases of retina,
	8. ***describe*** pathophysiology, risk factors, signs and symptoms, preventive measures and different treatment methods of retinal detachment,
	9. ***describe*** signs, symptoms and examination methods of neuroophthalmological diseases, ***interpret*** relationship with neurological diseases and anatomical locations of lesions.
	10. ***describe*** signs, symptoms and examination methods of pediatric ophthalmological diseases and strabismus types and ***classify*** the treatment options.

SKILLS	1. **VisualAcuity**; Student should understand principles of visual acuity measurement and be able to measure and record far and near visual acuity in adults and children 2. **Pupillary Reaction Testing**; Student should be able to measure the pupillary size and assess the direct, consensual pupillary reaction and relative afferent pupillary defect (RAPD). 3. **Ocular Motility Testing;** Student should be able to assess ocular motility in the six primary directions. 4. **Direct Ophthalmoscopy;** Student should be able to perform direct ophthalmoscopy by testing the patient's right eye with the ophthalmoscope held in the examiner's right hand, left eye with the examiner's left hand. The student should be able to identify the difference between retinal arterioles and retinal venules, the normal appearance of the optic nerve head and macula. 5. **Putting In Eye Drops and Pupillary Dilatation Putting In Eye Drops and Pupillary Dilatation**: Student should be able to follow the steps for putting in eye drops either for treatment or for pharmacologically dilating the pupils in order to facilitate the examination of the fundus. 6. **Confrontation Field Testing;** Student should be able to perform the technique for determination of confrontation of visual field. 7. **Upper Lid Eversion;** Student should be able to evert the upper lid to examine for foreign bodies. 8. **Irrigation of eyes;** Student should be able perform copious irrigation of eyes, fornices as an emergent treatment in case of chemical burns.
ATTITUDES	***value*** impact of eyes diseases on personal health,
COMPETENCIES	*1.* ***differentiate*** eye diseases
	2.1 judge systemic conditions to refer patients to ophthalmologists, ***2.2 schedule*** intervals for routine eye examinations for different age groups, ***2.3 direct*** patients to ophthalmologist
	3. ***manage*** and ***perform*** urgent interventions in cases of eye trauma and chemical burns

ASSESSMENT TABLE

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

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

Week 1

	Monday	Tuesday	Wednesday	Thursday	Friday
09.00- 09.50	Introductory Session (Introduction to Ophthalmology)	Clinical Experience[1] (Outpatient)	Clinical Experience[1] (Outpatient)	Clinical Experience[1] (Outpatient)	Clinical Experience[1] (Outpatient)
10.00- 11.20	**Lecture[3]** Anatomy1 *Muhsin Altunsoy*		**Lecture[3]** Methods of Examination *Muhsin Altunsoy*		
11.30- 12.00	**Lecture[3]** Anatomy 2 *Muhsin Altunsoy*	Student Group Study[2]	Student Group Study[2]	Student Group Study[2]	Student Group Study[2]
12.00- 12.50	**Lunch**	**Lunch**	**Lunch**	**Lunch**	**Lunch**
13.00- 13.50	Clinical Experience[1] (Outpatient)	**Lecture[3]** Refractive Errors *Alp Kayıran*	**Lecture[3]** Conjunctiva *R. Beril Küçümen*	**Lecture[3]** Cornea *Alp Kayıran*	**Lecture[3]** Tear Film and Lacrimal Apparatus *İlke Şimşek*
14.00- 14.50		Clinical Experience[1] (Outpatient)	Clinical Experience[1] (Outpatient)	Clinical Experience[1] (Outpatient)	Clinical Experience[1] (Outpatient)
15.00- 15.50					
16.00- 16.50	**Independent Learning**	**Independent Learning**	**Independent Learning**	**Independent Learning**	**Independent Learning**
17.00-17.50					

Week 2

	Monday	Tuesday	Wednesday	Thursday	Friday
09.00- 09.50	Clinical Experience[1] (Outpatient)	Clinical Experience[1] (Outpatient)	Case Based Learning[4] Red Eye *Vildan Öztürk - İlke Şimşek*	Clinical Experience[1] (Outpatient)	Clinical Experience[1] (Outpatient)
10.00- 10.50					
11.00-11.20					
11.30- 12.00	Student Group Study[2]	Student Group Study[2]		Student Group Study[2]	Student Group Study[2]
12.00- 12.50	**Lunch**	**Lunch**	**Lunch**	**Lunch**	**Lunch**
13.00- 13.50	**Lecture[3]** Glaucoma *B. Ilgaz Yalvaç*	**Lecture[3]** Retinal Detachment and IntraocularTumours *Sinan Tatlıpınar*	**Lecture[3]** Pediatric Ophthalmology *Şule Ziylan*	**Lecture[3]** Diseases of the Lens *R. Beril Küçümen*	**Lecture[3]** Uveal Tract *Muhsin Altunsoy*
14.00- 14.50	**Lecture[3]** Lids and Orbit *İlke Şimşek*	**Lecture[3]** Retinal Vascular Diseases *Sinan Tatlıpınar*	Clinical Experience[1] (Outpatient)	**Lecture[3]** OcularManifestations of SystemicDiseases *Alp Kayıran*	Clinical Experience[1] (Outpatient)
15.00- 15.50	Clinical Experience[1] (Outpatient)	Clinical Experience[1] (Outpatient)		Clinical Experience[1] (Outpatient)	
16.00- 16.50	**Independent Learning**	**Independent Learning**	**Independent Learning**	**Independent Learning**	**Independent Learning**
17.00-17.50					

Week 3

<table>
<tr><th></th><th>Monday</th><th>Tuesday</th><th>Wednesday</th><th>Thursday</th><th>Friday</th></tr>
<tr><td>09.00- 09.S0</td><td rowspan="3">Clinical Experience[1]
(Outpatient)</td><td rowspan="3">Clinical Experience[1]
(Outpatient)</td><td rowspan="4">Case Based Learning[4]
Trauma and Emergency in Ophthalmology
Vildan Öztürk - İlke Şimşek</td><td rowspan="3">Clinical Experience[1]
(Outpatient)</td><td>Independent Learning</td></tr>
<tr><td>10.00- 10.S0</td><td rowspan="2">Assessment Session
Written Exam</td></tr>
<tr><td>11.00-11.20</td></tr>
<tr><td>11.30- 12.00</td><td>Student Group Study[2]</td><td>Student Group Study[2]</td><td>Student Group Study[2]</td></tr>
<tr><td>12.00- 12.50</td><td>Lecture[3]
Macular Degeneration and Hereditary Retinal Dystrophies
Sinan Tatlıpınar</td><td>Lecture[3]
Neuro-Ophthalmology
B. Ilgaz Yalvaç</td><td>Clinical Experience[1]
(Outpatient)</td><td>Lunch</td></tr>
<tr><td>13.00- 13.50</td><td>Lunch</td><td>Lunch</td><td>Lunch</td><td>Lunch</td><td rowspan="2">Assessment Session
Oral Exam</td></tr>
<tr><td>14.00- 14.S0</td><td>Lecture[3]
Strabismus
Şule Ziylan</td><td rowspan="2">Clinical Experience[1]
(Outpatient)</td><td>Lecture[3]
Contact Lens and Refractive Surgery
Vildan Öztürk</td><td rowspan="2">Clinical Experience[1]
(Outpatient)</td></tr>
<tr><td>15.00- 15.50</td><td>Clinical Experience[1]
(Outpatient)</td><td>Clinical Experience[1]
(Outpatient)</td><td rowspan="3">Program Evaluation Session
Review of the Exam Questions, Evaluation of the Program
(Ophthalmologist in charge)</td></tr>
<tr><td>16.00- 16.50</td><td rowspan="2">Independent Learning</td><td rowspan="2">Independent Learning</td><td rowspan="2">Independent Learning</td><td rowspan="2">Independent Learning</td></tr>
<tr><td>17.00-17.50</td></tr>
</table>

***The schedule of clinics that students are assigned will be announced during introductory session.**
****During group study hours students will be presenting the previous day's lecture to each other respectively, guided by ophthalmology residents.**
*****Each lecture contains a 10 minutes student presentation about a given subject related to lecture. The subjects will be announced during introductory session.**
-Ophthalmology Secrets in Color by Janice A. Gault MD and James Vander MD will be handed over to each student as reference book. The textbooks should be returned on the last day of clerkship.

OTORHINOLARYNGOLOGY & HEAD AND NECK SURGERY TRAINING PROGRAM

(3 weeks)

YEDİTEPE UNIVERSITY HOSPITAL

Head of the Department of Otorhinolaryngology: Yavuz Selim Pata, MD Prof.
İlhan Topaloğlu, MD Prof.
Müzeyyen Doğan, MD Assoc. Prof.
Zeynep Alkan, MD Assoc. Prof.
Sevtap Akbulut, MD Assoc. Prof.
Ömer Faruk Birkent (Audiologist)

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

	21. ***describe*** sleep apnea and snoring problem and surgical treatment of those diseases
	22. ***describe*** swallowing disorders
	23. ***tell*** surgical techniques of incision in tracheostomy, tracheotomy, coniotomy
	24. ***describe*** voice and speech disorders and treatments of those diseases
	25. ***tell*** basics of head-neck tumors and skull base diseases
SKILLS	26. ***make*** rhinolaryngological examination
	27. ***use*** laryngoscope and otoscope
	28. ***design*** medical treatments in ear, nose and throat infections
COMPETENCIES	29.1. ***do*** diagnosis of ear, nose and throat diseases, 29.2. ***transfer*** patient to specialized center upon indication
	30.1. ***prepare*** nasal packages, 30.2. ***remove*** foreign body from ear and nose in emergency situations

ASSESSMENT TABLE

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

Questions Types (Pencil-Paper Tests)	**Proportion (*in Pencil-Paper Tests)***
Multiple Choice Questions	60%
Extended Matching Questions	25%
Key Features	10%
Short Response Essay Questions	15%
Total	**100 %**
Other Assessment Methods and Tools	**Proportion (*in Pass/Fail Decision)***
Structured Oral Exam (SOE)	25%
Total	**25%**
Pass/Fail Decision	**Proportion (*in Pass/Fail Decision)***
Pencil-Paper Tests	75%
Other Assessments Methods and Tools	25%
Total	**100 %**

Week 1

	Monday	Tuesday	Wednesday	Thursday	Friday
09.00-09.50	**Introductory Session** (Introduction to ENT) *Yavuz Selim Pata*	Lecture Acute Otitis Media *İlhan Topaloğlu*	Lecture Hearing Loss *Müzeyyen Doğan*	**Lecture** Vertigo *Lecturer*	Lecture Diseases of the Oral Cavity Sevtap Akbulut
10.00 -10.50	Lecture Anatomy and Physiology of the Ear *Müzeyyen Doğan*	Lecture Chronic Otitis Media *İlhan Topaloğlu*	Lecture Hearing Loss *Müzeyyen Doğan*	**Lecture** Tinnitus *Lecturer*	Lecture Diseases of the Oropharynx *Sevtap Akbulut*
11.00 -11.50	Clinical Experience (Outpatient) *Müzeyyen Doğan*	Clinical Experience (Outpatient) *İlhan Topaloğlu*	Clinical Experience (Outpatient) *Müzeyyen Doğan*	Clinical Experience (Outpatient) *Müzeyyen Doğan*	Clinical Experience (Outpatient) *İlhan Topaloğlu*
12.00 -12.50	**Lunch**	**Lunch**	**Lunch**	**Lunch**	**Lunch**
13.00 -13.50	Clinical Experience (Outpatient) *Müzeyyen Doğan*	Clinical Experience (Outpatient) *İlhan Topaloğlu*	Clinical Experience (Outpatient) *Müzeyyen Doğan*	Clinical Experience (Outpatient) *Müzeyyen Doğan*	Clinical Experience (Outpatient) *İlhan Topaloğlu*
14.00 -14.50	Clinical Experience (Outpatient) *Müzeyyen Doğan*	Clinical Experience (Outpatient) *İlhan Topaloğlu*	Clinical Experience (Outpatient) *Müzeyyen Doğan*	Clinical Experience (Outpatient) *Müzeyyen Doğan*	Clinical Experience (Outpatient) *İlhan Topaloğlu*
15.00-17:50	**Independent Learning**	**Independent Learning**	**Independent Learning**	**Independent Learning**	**Independent Learning**

Week 2

	Monday	Tuesday	Wednesday	Thursday	Friday
09.00-09.50	Lecture Rhinitis and Sinusitis *Yavuz Selim Pata*	Lecture Salivary Gland Diseases *Zeynep Alkan*	Lecture Anatomy and Physiology of the Larynx *Müzeyyen Doğan*	Lecture Essential Audiology and Newborn Hearing Screen *Ömer Faruk Birkent*	Lecture Lymph Nodes Pathologies and Neck Masses *Zeynep Alkan*
10.00-10.50	Lecture Rhinitis and Sinusitis *Yavuz Selim Pata*	Lecture Sleep Apnea, Snoring and their Treatments *İlhan Topaloğlu*	Lecture Malignant Tumors of the Larynx Müzeyyen Doğan	Lecture Essential Audiology and Newborn Hearing Screen *Ömer Faruk Birkent*	Lecture Lymph Nodes Pathologies and Neck Masses *Zeynep Alkan*
11.00 -11.50	Clinical Experience (Outpatient) *Yavuz Selim Pata*	Clinical Experience (Outpatient) *Yavuz Selim Pata*	Clinical Experience (Outpatient) *Müzeyyen Doğan*	Clinical Experience (Outpatient) *Ömer Faruk Birkent*	Clinical Experience (Outpatient) *İlhan Topaloğlu*
12.00 -12.50	**Lunch**	**Lunch**	**Lunch**	**Lunch**	**Lunch**
13.00 -13.50	Clinical Experience (Outpatient) *Yavuz Selim Pata*	Clinical Experience (Outpatient) *Yavuz Selim Pata*	Clinical Experience (Outpatient) *Müzeyyen Doğan*	Clinical Experience (Outpatient) *Ömer Faruk Birkent*	Clinical Experience (Outpatient) *İlhan Topaloğlu*
14.00 -14.50	Clinical Experience (Outpatient) *Yavuz Selim Pata*	Clinical Experience (Outpatient) *Yavuz Selim Pata*	Clinical Experience (Outpatient) *Müzeyyen Doğan*	Clinical Experience (Outpatient) *Ömer Faruk Birkent*	Clinical Experience (Outpatient) *İlhan Topaloğlu*
15.00 -17.50	**Independent Learning**	**Independent Learning**	**Independent Learning**	**Independent Learning**	**Independent Learning**

Week 3

	Monday	Tuesday	Wednesday	Thursday	Friday
09.00-09.50	**Lecture** ENT Emergencies *Yavuz Selim Pata*	Clinical Experience (Outpatient) *İlhan Topaloğlu*	**Lecture** Congenital Laryngeal and Voice Disorders *Müzeyyen Doğan*	Clinical Experience (Outpatient) *Yavuz Selim Pata*	**Assessment Session (Written Exam)**
10.00-10.50	Lecture ENT Emergencies *Yavuz Selim Pata*	Clinical Experience (Outpatient) *İlhan Topaloğlu*	**Lecture** Congenital Laryngeal and Voice Disorders *Müzeyyen Doğan*	Clinical Experience (Outpatient) *Yavuz Selim Pata*	**Assessment Session (Practical Exam)**
11.00 -11.50	Clinical Experience (Outpatient) *Yavuz Selim Pata*	Clinical Experience (Outpatient) *İlhan Topaloğlu*	Clinical Experience (Outpatient) *Müzeyyen Doğan*	Clinical Experience (Outpatient) *Yavuz Selim Pata*	
12.00 -12.50	**Lunch**	**Lunch**	**Lunch**	**Lunch**	**Lunch**
13.00 -13.50	Clinical Experience (Outpatient) *Yavuz Selim Pata*	Clinical Experience (Outpatient) *İlhan Topaloğlu*	Clinical Experience (Outpatient) *Müzeyyen Doğan*	Clinical Experience (Outpatient) *Yavuz Selim Pata*	Program Evaluation Session *Review of the Exam Questions* *Evaluation of the Program* *Müzeyyen Doğan*
14.00 -14.50	Clinical Experience (Outpatient) *Yavuz Selim Pata*	Clinical Experience (Outpatient) *İlhan Topaloğlu*	Clinical Experience (Outpatient) *Müzeyyen Doğan*	Clinical Experience (Outpatient) *Yavuz Selim Pata*	
15.00 -17.50	**Independent Learning**	**Independent Learning**	**Independent Learning**	**Independent Learning**	**Independent Learning**

DERMATOLOGY TRAINING PROGRAM

(3 weeks)

YEDİTEPE UNIVERSITY HOSPITAL

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

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

ASSESSMENT TABLE

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

Questions Types (Pencil-Paper Tests)	**Proportion (*in Pass/Fail Decision)***
Multiple Choice Questions	25%
Extended Matching Questions	3%
Essay Questions	32%
Short Response Essay Questions	20%
Total	**80%**
Other Assessment Methods and Tools	**Proportion (*in Pass/Fail Decision)***
Evaluation of Student's Seminar (Without Checlist)	20%
Total	**20%**
Pass/Fail Decision	**Proportion (*in Pass/Fail Decision)***
Pencil-Paper Tests	80%
Other Assessments Methods and Tools	20%
Total	**100 %**

Week 1

<table>
<tr><th></th><th>Monday</th><th>Tuesday</th><th>Wednesday</th><th>Thursday</th><th>Friday</th></tr>
<tr><td>09.00- 09.50</td><td>Introductory Session
(Introduction to PMR)
Oktay Taşkapan</td><td rowspan="3">Clinical Experience (Outpatient)
Oktay Taşkapan
Asuman Cömert Erkılınç
Özlem Akın</td><td rowspan="3">Clinical Experience (Outpatient)
Oktay Taşkapan
Asuman Cömert Erkılınç
Özlem Akın</td><td rowspan="3">Independent Learning</td><td>Lecture
Precancerous Skin Disorders
Asuman Cömert Erkılınç</td></tr>
<tr><td>10.00- 10.50</td><td>Lecture
Basic Structure & Function of the Skin and Cutaneous Signs
Oktay Taşkapan</td><td>Lecture
Non-Melanoma Skin Cancers
Asuman Cömert Erkılınç</td></tr>
<tr><td>11.00- 11.50</td><td>Lecture
Principles of Dermatologic Diagnosis
Oktay Taşkapan</td><td>Lecture
Behçet’s Syndrome
Asuman Cömert Erkılınç</td></tr>
<tr><td>12.00- 12.50</td><td>Lunch</td><td>Lunch</td><td>Lunch</td><td>Lunch</td><td>Lunch</td></tr>
<tr><td>13.00- 13.50</td><td rowspan="4">Clinical Experience (Outpatient)
Oktay Taşkapan Asuman Cömert Erkılınç
Özlem Akın</td><td rowspan="4">Clinical Experience (Outpatient)
Oktay Taşkapan Asuman Cömert Erkılınç
Özlem Akın</td><td>Lecture
Bacterial Skin Infections
Özlem Akın</td><td rowspan="4">Clinical Experience (Outpatient)
Asuman Cömert Erkılınç
Özlem Akın</td><td>Lecture
Contact Dermatitis
Oktay Taşkapan</td></tr>
<tr><td>14.00- 14.50</td><td rowspan="2">Lecture
Parasitic Skin Diseases
Özlem Akın</td><td>Lecture
Urticaria and Angioedema
Oktay Taşkapan</td></tr>
<tr><td>15.00- 15.50</td><td>Lecture
Atopic Dermatitis
Oktay Taşkapan</td></tr>
<tr><td>16.00- 16.50</td><td rowspan="2">Independent Learning</td><td rowspan="2">Independent Learning</td></tr>
<tr><td>17.00-17.50</td><td>Independent Learning</td><td>Independent Learning</td></tr>
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Week 2

<table>
<tr><th></th><th>Monday</th><th>Tuesday</th><th>Wednesday</th><th>Thursday</th><th>Friday</th></tr>
<tr><td>09.00- 09.50</td><td rowspan="3">Clinical Experience (Outpatient)
Oktay Taşkapan
Asuman Cömert Erkılınç
Özlem Akın</td><td>Lecture
Alopecias
Asuman Cömert Erkılınç</td><td>Independent Learning</td><td rowspan="3">Independent Learning</td><td rowspan="3">Lecture
Papulosquamous Skin Disorders
Asuman Cömert Erkılınç</td></tr>
<tr><td>10.00- 10.50</td><td rowspan="2">Clinical Experience (Outpatient)
Oktay Taşkapan
Asuman Cömert Erkılınç
Özlem Akın</td></tr>
<tr><td>11.00- 11.50</td><td>Lecture
Acne Vulgaris
Asuman Cömert Erkılınç</td></tr>
<tr><td>12.00- 12.50</td><td>Lunch</td><td>Lunch</td><td>Lunch</td><td>Lunch</td><td>Lunch</td></tr>
<tr><td>13.00- 13.50</td><td rowspan="3">Clinical Experience (Outpatient)
Oktay Taşkapan
Asuman Cömert Erkılınç
Özlem Akın</td><td rowspan="3">Clinical Experience (Outpatient)
Oktay Taşkapan
Asuman Cömert Erkılınç
Özlem Akın</td><td>Lecture
Viral Skin Diseases
Özlem Akın</td><td rowspan="3">Seminars</td><td rowspan="2">Clinical Experience (Outpatient)
Oktay Taşkapan
Asuman Cömert Erkılınç
Özlem Akın</td></tr>
<tr><td>14.00- 14.50</td><td rowspan="2">Lecture
Fungal Skin Diseases
Özlem Akın</td></tr>
<tr><td>15.00- 15.50</td></tr>
<tr><td>16.00- 16.50</td><td></td></tr>
<tr><td>17.00-17.50</td><td>Independent Learning</td><td>Independent Learning</td><td>Lecture
Chronic Autoimmune Blistering Dermatoses
Özlem Akın</td><td>Independent Learning</td></tr>
</table>

Week 3

<table>
<tr><th></th><th>Monday</th><th>Tuesday</th><th>Wednesday</th><th>Thursday</th><th>Friday</th></tr>
<tr><td>09.00- 09.50</td><td rowspan="3">Clinical Experience (Outpatient)
Oktay Taşkapan
Asuman Cömert Erkılınç
Özlem Akın</td><td rowspan="3">Lecture
Treatment Modalities in Dermatology
Asuman Cömert Erkılınç</td><td>Independent Learning</td><td rowspan="3">Independent Learning</td><td rowspan="3">Assessment Session</td></tr>
<tr><td>10.00- 10.50</td><td rowspan="2">Clinical Experience (Outpatient)
Oktay Taşkapan
Asuman Cömert Erkılınç
Özlem Akın</td></tr>
<tr><td>11.00- 11.50</td></tr>
<tr><td>12.00- 12.50</td><td>Lunch</td><td>Lunch</td><td>Lunch</td><td>Lunch</td><td>Lunch</td></tr>
<tr><td>13.00- 13.50</td><td rowspan="2">Lecture
Adverse Cutaneous Reactions to Drugs
Oktay Taşkapan</td><td rowspan="4">Clinical Experience (Outpatient)
Oktay Taşkapan
Asuman Cömert Erkılınç
Özlem Akın</td><td rowspan="2">Lecture
Melanocytic Naevi and Neoplasms
Özlem Akın</td><td rowspan="4">Independent Learning</td><td rowspan="4">Program Evaluation Session
Review of Exam Questions, Evaluation of the Program</td></tr>
<tr><td>14.00- 14.50</td></tr>
<tr><td>15.00- 15.50</td><td rowspan="2">Lecture
Connective Tissue Diseases
Oktay Taşkapan</td><td rowspan="2">Lecture
Cutaneous Tuberculosis and Leprosy
Özlem Akın</td></tr>
<tr><td>16.00- 16.50</td></tr>
<tr><td>17.00-17.50</td><td>Independent Learning</td><td>Independent Learning</td></tr>
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PHYSICAL MEDICINE AND REHABILITATION TRAINING PROGRAM

(2 weeks)
YEDİTEPE UNIVERSITY HOSPITAL

Özgür Ortancıl, MD, Assoc. Prof.

FATİH SULTAN MEHMET TRAINING AND RESEARCH HOSPİTAL

Pınar Akpınar, MD (Chief Assistant)
Meryem Yılmaz Kaysın, MD.

CLERKSHIP	**PHYSICAL MEDICINE and REHABILITATION** *Aim of this clerkship is to*;
AIM	*1.* ***convey*** necessary knowledge on pathology, symptomatology, clinical findings and treatment of musculoskeletal system diseases, 2. ***equip*** students ***with*** basic knowledge, skills and attitudes on rehabilitation medicine, 3. ***equip*** students ***with*** general approach to patients with physical disabilities.
LEARNING OBJECTIVES *At the end of this term, student should be able to:*	
KNOWLEDGE	*1.1.* ***explain*** etiopathogenesis of degenerative joint diseases, *1.2.* ***describe*** general treatment approaches
	2.1. ***explain*** etiopathogenesis of inflammatory joint diseases, 2.2. ***describe*** general treatment approaches
	3. ***explain*** etiopathogenesis of osteoporosis and metabolic bone disease, osteoporosis risk factors, prevention and treatment of osteoporosis
	4. ***explain*** pathophysiology of pain, pain assessment, and medical treatment or physiotherapy of different types of pain.
	5. ***describe*** approach to patients with physical disabilities,
	6. ***classify*** etiology and principles of general rehabilitation of stroke and other neurologic disorders.
	7.1. ***discriminate*** early and late period complications of spinal cord injuries, 7.2. ***describe*** treatment
	8. ***evaluate*** radiology of spine and joints in musculoskeletal system diseases.
	9. ***describe*** physical therapy agents used in rehabilitation and their indications and contraindications.
	10.1. ***describe*** symptoms and signs of peripheral nerve injuries, polyneuropathies, 10.2. ***explain*** rehabilitation principles of peripheral nerve injuries and treatment approaches.
	11.1. ***perform*** relevant history taking from patient with musculoskeletal system disorder 11.2. ***do*** musculoskeletal system and neurologic examination

SKILLS	12.1. ***evaluate*** muscle strength and spasticity, 12.2. ***do*** detailed neurologic examination in patients with stroke and spinal cord injury.
	13.1. ***handle*** patient immobilization regarding complications, 13.2. ***give*** correct bed position, 13.3. ***follow up*** decubitus, 13.4. ***apply*** range of motion exercises.
ATTITUDES	14. ***prioritize*** conservative treatments and preventions in patients with musculoskeletal system disease,
	15. ***have*** good relationship with patients and patient's companions
	16. ***value*** importance of quality of life
COMPETENCIES	17. ***do*** differential diagnosis in degenerative joint diseases,
	18. ***do*** differential diagnosis in inflammatory joint diseases,
	19. ***do*** differential diagnosis and treatment of cervical and upper extremity, back and lower extremity pain
	20. ***request*** correct laboratory and radiological examinations
	21. ***arrange*** exercise types, kind of exercise given according to patient's diagnosis,
	22. ***refer*** patient to convenient centers when necessary

ASSESSMENT TABLE

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

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

Week 1

	Monday	Tuesday	Wednesday	Thursday	Friday
09.00- 09.10	**Introductory Session** (Introduction to PMR) *Özgür Ortancıl* *Meryem Yılmaz Kaysın*	**Lecture** Diagnosis and Treatment of Servical and Upper Extremity Pain *Özgür Ortancıl*	**Lecture** Differential Diagnosis and Treatment of Lowback and Lower Extremity Pain *Özgür Ortancıl*	**Lecture** Osteoporosis and Metabolic Diseases Özgür Ortancıl Meryem Yılmaz *Kaysın*	**Lecture** Disease of Spine and Spinal Cord *Özgür Ortancıl*
09.10.- 09.50	**Lecture** Musculoskeletal (Locomotor) System Symptoms and Signs *Özgür Ortancıl* *Meryem Yılmaz Kaysın*	**Lecture** Diagnosis and Treatment of Servical and Upper Extremity Pain *Özgür Ortancıl*	**Lecture** Differential Diagnosis and Treatment of Lowback and Lower Extremity Pain *Özgür Ortancıl*	**Lecture** Osteoporosis and Metabolic Diseases *Özgür Ortancıl* *Meryem Yılmaz Kaysın*	**Lecture** Disease of Spine and Spinal Cord *Özgür Ortancıl*
10.00-10.50	**Lecture** Musculoskeletal (Locomotor) System Examination *Özgür Ortancıl* *Meryem Yılmaz Kaysın*	**Lecture** Radiologic Evaluation of Musculoskeletal Disorders *Özgür Ortancıl*	**Lecture** Degenerative Arthritis *Özgür Ortancıl*	**Lecture** Inflammatory Joint Diseases *Özgür Ortancıl* *Meryem Yılmaz Kaysın*	**Lecture** Pain Pathophysiology, Classification and Treatment *Özgür Ortancıl*
11.00- 11.50	**Lecture** Drug Use in Musculuskeletal System Disorders *Özgür Ortancıl* *Meryem Yılmaz Kaysın*				
12.00- 12.50	**Lunch**	**Lunch**	**Lunch**	**Lunch**	**Lunch**
13.00- 15.50	**Ward Round** *Pınar Akpınar*	**Clinical Experience (Outpatient)** *Özgür Ortancıl*	**Clinical Experience (Outpatient)** *Pınar Akpınar* *Meryem Yılmaz Kaysın*	**Clinical Experience (Outpatient)** *Özgür Ortancıl* *Meryem Yılmaz Kaysın*	**Clinical Experience (Outpatient)** *Özgür Ortancıl*
16.00-17.50	**Independent Learning**	**Independent Learning**	**Independent Learning**	**Independent Learning**	**Independent Learning**

Week 2

	Monday	Tuesday	Wednesday	Thursday	Friday
09.00- 09.50	**Lecture** Seronegative Spondyloarthro-pathies *Özgür Ortancıl* *Meryem Yılmaz Kaysın*	**Lecture** Rehabilitation of Neurologic Disease *Özgür Ortancıl*	**Clinical Experience (Outpatient)** *Pınar Akpınar* *Meryem Yılmaz Kaysın*	**Clinical Experience (Outpatient)** *Özgür Ortancıl*	**Assessment Session**
10.00- 10.50	**Lecture** Peripheral Nerve Diseases *Özgür Ortancıl* *Meryem Yılmaz Kaysın*	**Lecture** Therapeutic Exercises *Özgür Ortancıl*	**Clinical Experience (Outpatient)** *Pınar Akpınar* *Meryem Yılmaz Kaysın*	**Clinical Experience (Outpatient)** *Özgür Ortancıl*	
11.00- 11.50	**Lecture** Physical Agents, Orthotic and Prosthetic Use in Rehabilitation *Özgür Ortancıl* *Meryem Yılmaz Kaysın*	**Clinical Skills Training** Therapeutic Exercises *Özgür Ortancıl*	**Clinical Experience (Outpatient)** *Pınar Akpınar* *Meryem Yılmaz Kaysın*	**Clinical Experience (Outpatient)** *Özgür Ortancıl*	
12.00- 12.50	**Lunch**	**Lunch**	**Lunch**	**Lunch**	**Lunch**
13.00-15.50	**Ward Round** *Pınar Akpınar*	**Clinical Experience (Outpatient)** *Özgür Ortancıl*	**Clinical Experience (Outpatient)** *Pınar Akpınar* *Meryem Yılmaz Kaysın*	**Clinical Experience (Outpatient)** Özgür Ortancıl	**Program Evaluation Session** Review of the Exam Question Evaluation of the Program *Özgür Ortancıl*
16.00- 17.50	**Independent Learning**	**Independent Learning**	**Independent Learning**	**Independent Learning**	

Yeditepe University, Koşuyolu Hospital
Yeditepe University Kozyatağı Hospital

RADIOLOGY TRAINING PROGRAM

(2 weeks)
YEDİTEPE UNIVERSITY HOSPITAL

Head of the Department of Radiology: Başar Sarıkaya, MD Assoc. Prof.
Neslihan Taşdelen, MD Assoc. Prof.
Melih Topçuoğlu, MD Assist. Prof.
Emrah Karatay, MD
Özgür Sarıca, MD

CLERKSHIP	**RADIOLOGY** *Aim of this clerkship is to*;
AIM	1. ***equip*** students with necessary knowledge and skills to recognize indications of basic and most commonly used radiological modalities, 2. ***equip*** students with necessary knowledge and skills to evaluate results of basic and most commonly used radiological modalities
LEARNING OBJECTIVES	*At the end of this term, student should be able to:*
KNOWLEDGE	1. ***outline*** basic knowledge on physical principles and mechanisms of basic radiological modalities (*direct roentgenogram, ultrasound, computed tomography, magnetic resonance imaging*).
	2.1. ***recognize*** unwanted effects of X-ray radiation, 2.2. ***explain*** ways of protection
SKILLS	3. ***choose*** optimal radiological modality in most commonly encountered pathologies and in emergency medical conditions
	4.1. ***identify*** basic emergency conditions on radiological images, 4.2. ***inform*** responsible clinician

ASSESSMENT TABLE

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

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

Week 1

	Monday		Tuesday		Wednesday		Thursday		Friday	
09.00- 09.50	**Introductory Session** (Introduction to Radiology) *Neslihan Taşdelen*		**Lecture** Neuroradiology *Başar Sarıkaya*		**Lecture** Gastrointestinal and Hepatobiliary Imaging *Melih Topçuoğlu*		**Lecture** Imaging of Musculoskeletal System *Neslihan Taşdelen*		**Lecture** PA Chest Radiography *Emrah Karatay*	
10.00- 10.50	**Lecture** Radiation Physics *Neslihan Taşdelen*		**Lecture** Neuroradiology *Başar Sarıkaya*		**Lecture** Gastrointestinal and Hepatobiliary Imaging *Melih Topçuoğlu*		**Lecture** Imaging of Musculoskeletal System *Neslihan Taşdelen*		**Lecture** Chest Imaging *Emrah Karatay*	
11.00- 11.50	**Lecture** X-Ray Safety and Protection *Neslihan Taşdelen*		**Lecture** Neuroradiology *Başar Sarıkaya*		**Lecture** Gastrointestinal and Hepatobiliary Imaging *Melih Topçuoğlu*		**Lecture** Imaging of Musculoskeletal System *Neslihan Taşdelen*		**Lecture** Chest Imaging *Emrah Karatay*	
12.00- 13.50	**Lunch**		**Lunch**		**Lunch**		**Lunch**		**Lunch**	
14.00- 15.50	**Clinical experience (Outpatient)**		**Clinical experience (Outpatient)**		**Clinical experience (Outpatient)**		**Clinical experience (Outpatient)**		**Clinical experience (Outpatient)**	
	Group A	Group B	Group B	Group A	Group A	Group B	Group B	Group A	Group A	Group B
	Neslihan Taşdelen	Melih Topçuoğlu	Başar Sarıkaya	Emrah Karatay	Melih Topçuoğlu	Emrah Karatay	Neslihan Taşdelen	Özgür Sarıca	Başar Sarıkaya	Özgür Sarıca
16.00- 17.50	**Independent Learning**		**Independent Learning**		**Independent Learning**		**Independent Learning**		**Independent Learning**	

Week 2

	Monday	Tuesday	Wednesday	Thursday	Friday
09.00- 09.50	**Lecture** Breast Imaging *Özgür Sarıca*	**Lecture** Spinal Imaging *Başar Sarıkaya*	**Lecture** Cardiac Imaging *Neslihan Taşdelen*	**Assessment Session (Oral examination)**	**Assessment Session (Written examination)**
10.00- 10.50	**Lecture** Breast Imaging *Özgür Sarıca*	**Lecture** Vascular Interventions *Başar Sarıkaya*	**Lecture** Imaging of Head & Neck *Melih Topçuoğlu*		
11.00- 11.50	***Lecture*** Genitourinary Imaging *Emrah Karatay*	**Lecture** Nonvascular Interventions *Başar Sarıkaya*	**Lecture** Vascular Imaging *Melih Topçuoğlu*		
12.00- 13.50	**Lunch**	**Lunch**	**Lunch**	**Lunch**	**Lunch**
14.00- 14.50	**Clinical Skills Training** Advanced MRI and CT Techniques and Postprocessing *Zeynep Fırat*	**Discussion / Journal Club (Large Group)** *Gr1-MT / Gr2-EK / Gr3-ÖS / Gr4-MT / Gr5-EK / Gr6-ÖS / Gr7-MT*	**Case-Based General Review Lecture** *Gr1-EK / Gr2-ÖS / Gr3-MT / Gr4-EK / Gr5-ÖS / Gr6-MT / Gr7-EK*	**Independent Learning**	**Program Evaluation Session** Review of the Exam Questions, Evaluation of the Program *Head of Commitee*
15.00- 15.50					
16.00- 17.50	**Independent Learning**	**Independent Learning**	**Independent Learning**		

NUCLEAR MEDICINE TRAINING PROGRAM

(1 week)
YEDİTEPE UNIVERSITY HOSPITAL

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

CLERKSHIP	**NUCLEAR MEDICINE** *Aim of this clerkship is to*;
AIM	1. ***convey*** necessary knowledge on nuclear medicine , working principles, nuclear physics, radiopharmacy, besides where, when and which survey is suitable or needed
LEARNING OBJECTIVES *At the end of this term, student should be able to:*	
KNOWLEDGE	*1.* ***describe*** PET/CT for status follow-up of patients
	*2.****describe*** diagnostic imaging of infection or tumor
	*3****. describe*** radionuclide therapy and its application areas
	4. ***describe*** physics of nuclear medicine and methods of projection
	5. ***describe*** gamma probe and its application method
	6. ***describe*** scintigraphy reading techniques
SKILLS	7. ***prepare*** radiopharmaceuticals
	8. ***do*** radiopharmaceutical injections to patients
	9. ***make*** examination of thyroid gland
	10.1. ***use*** monitor, *10.2.* ***show*** imaging of patient on monitor
	differentiate normal, pathological and phantoms of images

ASSESSMENT TABLE

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

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

Week 1

	Monday	Tuesday	Wednesday	Thursday	Friday
09.00- 09.50	**Introductory Session** (Introduction to NM) *Türkay Toklu*	**Lecture** Thyroid and Parathyroid Scintigraphy *Nalan Alan Selçuk*	**Lecture** Myocardial Perfusion Scan: Indications, Techniques *Nalan Alan Selçuk*	**Lecture** Dynamic and Static Renal Scintigraphy *Emre Demirci*	**ecture** Infection Imaging Part 1: FDG-PET *Emre Demirci*
10.00- 10.50	**Lecture** Basic Radiation Physics and Radiation Detectors in NM *Türkay Toklu*	**Lecture** NM In Hyperthyroidism *Nalan Alan Selçuk*	**Clinical Experience** Myocardial Perfusion Scan *Emre Demirci*	**Lecture** Captopril Renography and Transplant Scan *Emre Demirci*	**Lecture** Infection Imaging Part 2: Leucocyte and Ga-67 Scintigraphies *Emre Demirci*
11.00- 11.50	**Lecture** Introduction to NM *Türkay Toklu*	**Lecture** NM In Thyroid Cancer *Nalan Alan Selçuk*	**Lecture** Cardiological PET Application *Nalan Alan Selçuk*	**Clinical Experience** Renal Scintigraphy *Nalan Alan Selçuk*	**Clinical Experience** Infection Imaging *Nalan Alan Selçuk*
12.00- 12.50	**Lunch**				
13.00- 13.50	**Laboratory** Radiopharmaceuticals, Gamma Camera, PET/CT, Thyroid Uptake System *Alper Güler/ Sema Çelik*	**Clinical Experience** Thyroid *Nalan Alan Selçuk*	**Lecture** Lung Perfusion and Ventilation Scintigraphy (V/Q Scan) *Nalan Alan Selçuk*	**Lecture** Radionuclide Therapy *Nalan Alan Selçuk*	**Lecture** FDG-PET in Head and Neck Cancer *Emine Biray Caner*
14.00- 14.50	**Lecture** Radiation Safety and Effects of Radiation *Türkay Toklu*	**Lecture** FDG-PET in Lung Cancer *Nalan Alan Selçuk*	**Lecture** Hepatobiliary Scan and GIS Bleeding Scan *Emine Biray Caner*	**Lecture** FDG-PET in Lymphoma *Emine Biray Caner*	**Lecture** FDG-PET in GIS and Gynecologic Cancers *Emine Biray Caner*
15.00- 15.50	**Lecture** Brain Imaging and Neurological PET Application *Nalan Alan Selçuk*	**Lecture** FDG-PET in Breast Cancer *Nalan Alan Selçuk*	**Clinical Experience** Lung and GIS System Imaging *Emine Biray Caner*	**Clinical Experience** Radionuclide Therapy *Nalan Alan Selçuk*	**Clinical Experience** PET Imaging *Nalan Alan Selçuk*
16.00- 16.50	**Lecture** Bone Scintigraphy and Other Tumor Agents *Emine Biray Caner*	**Clinical Experience** PET Imaging *Emre Demirci*	**Independent Learning**	**Independent Learning**	**Assessment Session** **Program Evaluation Session** Review of the Exam Questions Evaluation of the Program *Nalan Alan Selçuk*

RADIATION ONCOLOGY TRAINING PROGRAM

(1 week)
DR. LÜTFİ KIRDAR KARTAL TRAINING AND RESEARCH HOSPITAL

Cengiz Gemici, MD. (Head of the Department and Course Coordinator)
Sevgi Özden, MD.
Beyhan Ceylaner Bıçakcı, MD.
Gökhan Yaprak, MD.
Hüseyin Tepetam, MD.
Şule Gül Karabulut, MD.
Naciye Işık, MD.
Duygu Gedik, MD.
Özlem Yetmen Doğan, MD

ASSESSMENT TABLE

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

Questions Types (Pencil-PaperTests)	**Proportion (*in Pencil-PaperTests)***
Multiple Choice Questions	100%
Total	**100%**
Other Assessment Methods and Tools	**Proportion (*in Other Assessment Methods and Tools)***
Total	**-**
Pass / Fail Decision	**Proportion (*in Pass / Fail Decision)***
Pencil-PaperTests	100%
Other Assessments Methods and Tools	-
Total	**100%**

Week 1

	Monday	Tuesday	Wednesday	Thursday	Fnday
10:00-10:40	**IntroductorySession** Introduction and Radiation Oncology Terminolgy *Beyhan Ceylaner Bıçakcı*	Lecture RadiationTreatment Procedure *Beyhan Ceylaner Bıçakcı*	**Lecture** Breast Cancer *Sevgi Özden*	**Lecture** Lung Cancer *Naciye Işık*	Asessment Session *Gökhan Yaprak*
10:50-11:30	**Lecture** Radiation Physics *Hüseyin Tepetam*	Lecture Head and Neck Cancer *Fatih Demircioğlu*	Lecture Gastrointestinal Cancers *Özlem Yetmen Doğan*	**Lecture** BrainTumors *Gökhan Yaprak*	Program Evaluation Session Review of the Exam Questions Evaluation of the Program *Gökhan Yaprak*
11:40-12:20	**Lecture** Radiation Biology *Şule Gül Karabulut*	Lecture RadiationTechniques *Beyhan Ceylaner Bıçakcı*	Lecture Gynecologic Cancers *Duygu Gedik*	Lecture Urinary System Cancers *Gökhan Yaprak*	
12:30-13:50	**Lunch**	**Lunch**	**Lunch**	**Lunch**	
14.00-15.00	Clinical Experience *Fatih Demircioğlu*	Clinical Experience *Sevgi Özden*	Clinical Experience *Naciye Işık*	Clinical Experience *Gökhan Yaprak*	

ANESTHESIOLOGY AND REANIMATION TRAINING PROGRAM

(2 weeks)

YEDİTEPE UNIVERSITY HOSPITAL

Head of the Department of Anesthesiology: Özge Köner, MD Prof.
Sibel Temür, MD Prof.
Hatice Türe MD, Prof
Ferdi Menda, MD Prof.
Tuğhan Utku MD Assoc. Prof.
Neslihan Uztüre, MD Assist. Prof.
Nurcan Kızılcık, MD Assist. Prof.
Ferda Kartufan, MD Assist. Prof.

CLERKSHIP	**ANESTHESIOLOGY AND REANIMATION** *Aim of this clerkship is to*;
AIM	1. ***convey*** necessary knowledge on anesthesia and anesthesia methods, pharmacologic properties of anesthetic agents and their clinical practice. 2. ***equip*** students ***with*** skills and attitudes required to manage patients in intensive care unit.
LEARNING OBJECTIVES	*At the end of this term, student should be able to:*
KNOWLEDGE	1. ***define*** anesthesia and explain theories of anesthesia.
	2. ***define*** anesthetic agents and their pharmacologic properties.
	3. ***describe*** anesthesia methods and practices.
	4. ***evaluate*** anatomy of airway
	5. ***list*** airway management equipment
SKILLS	6. ***use*** transport ventilator
	7. ***manage*** airway *(face mask ventilation, mayo tube -guide airway-insertion, laryngeal mask airway insertion)*.
	8. ***do*** endotracheal intubation on proper patient or on training model.
	9. ***perform*** cardiopulmonary resuscitation.
	10. ***practice*** hemodynamic monitoring
	11. ***analyze*** hemodynamic monitoring.
ATTITUDES	12***. be prepared*** for cardiopulmonary resuscitation process
	13***. follow*** clinical reflections of anesthetic drugs
	14. ***analyze*** which situations and patients require intensive care unit.
	15. ***hold*** confidentiality of patients
COMPETENCIES	16. ***practice*** basic life support

ASSESSMENT TABLE

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

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

Week 1

	Monday	Tuesday	Wednesday	Thursday	Friday
08.30-12.30	**Introductory Session** (Introduction to Anesthesia) *Özge Köner*	**Clinical Experience (Inpatient/Outpatient)**	**Clinical Experience (Inpatient/Outpatient)**	**Clinical Experience (Inpatient/Outpatient)**	**Clinical Experience (Inpatient/Outpatient)**
12.30-13:50	**Lunch**	**Lunch**	**Lunch**	**Lunch**	**Lunch**
14.00-14.50	**Lecture** Introduction to General Anesthesia *Özge Köner*	**Lecture** Anaphylaxis *Ferdi Menda*	**Lecture** Coma / Brain Death *Sibel Temür / Tuğhan Utku*	**Lecture** Acid-Base Disorders and Arterial Blood Gas Evaluation-I *Özge Köner*	**Lecture** Basic Life Support *Sibel Temür*
15.00-15.50	**Lecture** Fluid-Electrolyte Balance *Özge Köner*	**Lecture** Pain *Ferdi Menda*	**Lecture** Sepsis *Sibel Temür*	**Lecture** Acid-Base Disorders and Arterial Blood Gas Evaluation-II *Özge Köner*	**Lecture** Advanced Life Support *Sibel Temür*
16.00- 16.50	**Independent Learning**	**Independent Learning**	**Independent Learning**	**Independent Learning**	**Independent Learning**
17.00-17.50					

Week 2

	Monday	Tuesday	Wednesday	Thursday	Friday
08.30-12.30	**Clinical Experience (Inpatient/Outpatient)**	**Clinical Experience (Inpatient/Outpatient)**	**Clinical Experience (Inpatient/Outpatient)**	**Clinical Experience (Inpatient/Outpatient)**	**Assessment Session (Exam)**
12.30- 13:50	**Lunch**	**Lunch**	**Lunch**	**Lunch**	**Lunch**
14.00-14.50	**Lecture** Acute Respiratory Insufficiency Nurcan Kızılcık	**Lecture** Intoxications Özge Köner / Tuğhan Utku	**Clinical Experience (Inpatient/Outpatient)**	**Clinical Experience (Inpatient/Outpatient)**	**Assessment Session**
15.00-15.50	**Lecture** Shock Tuğhan Utku / Hatice Türe	**Lecture** Thermoregulation Hatice Türe	**Lecture** Drowning and Near Drowning Neslihan Uztüre	**Clinical Experience (Inpatient/Outpatient)**	
16.00- 16.50	**Independent Learning**	**Independent Learning**	**Independent Learning**	**Independent Learning**	**Program Evaluation Session Review of the Exam Questions Evaluation of the Program** Sibel Temür
17.00-17.50					

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UROLOGY TRAINING PROGRAM

(2 weeks)

YEDİTEPE UNIVERSITY HOSPITAL

Head of the Department of Urology: Faruk Yencilek, MD Prof
Hakan Koyuncu, MD Assoc Prof.
Ahmet Tunç Özdemir, MD Assoc Prof.

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

ASSESSMENT TABLE

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

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

Week 1

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

Week 2

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

INFECTIOUS DISEASES AND CLINICAL MICROBIOLOGY

TRAINING PROGRAM
(2 weeks)

YEDİTEPE UNIVERSITY HOSPITAL

Head of the Department of Infectıous Dıseases: Meral Sönmezoğlu, MD Prof.
Ahmet Çağrı Büke, MD Prof.
Çağatay Acuner, MD Assoc. Prof.

&

HAYDARPAŞA NUMUNE TRAINING AND RESEARCH HOSPITAL

Serpil Erol, MD Prof

CLERKSHIP	**INFECTIOUS DISEASE** *Aim of this clerkship is to*;
AIM	1. ***equip*** students ***with*** necessary knowledge, skills and attitudes to manage infectious diseases including diagnosis and evaluation of pathology and clinical manifestations, treatment and prevention methods.
LEARNING OBJECTIVES *At the end of this term, student should be able to:*	
KNOWLEDGE	1. ***describe*** required approach to patients with infectious diseases including evaluation of microbiological test results
	2.***recognize*** epidemiology, diagnosis and differential diagnosis of infectious diseases endemic in our country and/or in world.
	3.***explain*** infectious disease emergencies, diagnosis and approach to treatment modalities, antibiotic usage rationale, and basic antibiotic usage guidelines.
SKILLS	4. ***record*** clinical history from infectious disease patients.
	*5.**perform*** physical examination, following-up, requesting and analyzing diagnostic tests in light of signs and symptoms of patients; both on inpatient and outpatient clinical settings.
	*6.**perform*** nonspecific tests used in diagnosis of infectious diseases (*white blood cell counting, blood smear examination, urine sample microscopy, etc.)*
	*7.**evaluate*** patient samples microbiologically (*for presence of bacteria, parasites, blood cells, etc.*)
	*8.**plan*** treatment of patients.
	*9. **practice*** active and passive vaccination
	*10. **plan*** regulations to solve patients problems along with treatment
ATTITUDES	*11.**hold*** confidentiality of patients
COMPETENCIES	*12.**diagnose*** infectious diseases
	*13.**analyze*** laboratory test results
	*14.**plan*** treatment of infections
	*15.**monitor*** patients' clinical progress.

ASSESSMENT TABLE

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

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

Week I

	Monday	Tuesday	Wednesday	Thursday	Friday
09.00- 09.50 10.00- 10.50 11.00- 11.50	Clinical Experience (Outpatient) Serpil Erol Clinical Experience (Inpatient) Serpil Erol	Clinical Experience (Outpatient) Serpil Erol Clinical Experience (Inpatient) Serpil Erol	Laboratory Experience Microbiology Instructors(Group I) Clinical Experience (Inpatient) Serpil Erol (Rest of the Group)	Laboratory Experience Microbiology Instructors(Group II) Clinical Experience (Inpatient) Serpil Erol (Rest of the Group)	Laboratory Experience Microbiology Instructors(GroupIII) Clinical Experience (Inpatient) Serpil Erol (Rest of the Group)
12.00- 12.50	**Lunch**	**Lunch**	**Lunch**	**Lunch**	**Lunch**
13.00- 13.50	**Introductory Session** (Introduction to Idcm *Meral Sönmezoğlu*	**Lecture** Antibiotics and Rational Use of Antibiotics *A.Çağrı Büke*	**Lecture** Specimen Selection, Collection and Processing in Clinical Microbiology Tests *Lecturer*	**Lecture** Sepsis *Meral Sönmezoğlu*	**Lecture** Crimean Congo Hemorrhagic Fever *Meral Sönmezoğlu*
14.00- 14.50	**Lecture** Central Nervous System Infections *Meral Sönmezoğlu*	**Lecture** Gastrointestinal Tract Infections *A.Çağrı Büke*	**Lecture** Direct and Indirect Test Methods in Clinical Microbiology *Çağatay Acuner*	**Lecture** Skin and Soft Tissue Infections *Meral Sönmezoğlu*	**Lecture** Acute Viral Hepatitis *Meral Sönmezoğlu*
15.00- 15.50	**Lecture** HIV Infection and AIDS *Meral Sönmezoğlu*	**Lecture** Health Care Associated Infections *A.Çağrı Büke*	**Lecture** Antimicrobial Resistance *Çağatay Acuner*	**Lecture** Infective Endocarditis *Meral Sönmezoğlu*	**Lecture** Sterilization, Disinfection and Antisepsis *Meral Sönmezoğlu*
16.00-16.50	**Lecture** Brucellosis *Meral Sönmezoğlu*	**Lecture** Fever of Unknown Origin *A.Çağrı Büke*	**Independent Learning**	**Independent Learning**	**Independent Learning**
17.00-17.50	**Independent Learning**	**Independent Learning**	**Independent Learning**	**Independent Learning**	**Independent Learning**

The lectures given by Prof. Dr. Ahmet Çağrı BÜKE, will be held in Yeditepe University Hospital, Kozyatağı

Week 2

	Monday	Tuesday	Wednesday	Thursday	Friday
09.00- 09.50 10.00- 10.50 11.00- 11.50	Laboratory Experience *Microbiology Instructors(Group IV)* Clinical Experience (Inpatient) *Serpil Erol (Rest of the Group)*	Clinical Experience (Outpatient) *Serpil Erol* Clinical Experience (Inpatient) *Serpil Erol*	Clinical Experience (Outpatient) *Serpil Erol* Clinical Experience (Inpatient) *Serpil Erol*	Clinical Experience (Outpatient) *Serpil Erol* Clinical Experience (Inpatient) *Serpil Erol*	**Assessment Session**
12.00- 12.50	**Lunch**	**Lunch**	**Lunch**	**Lunch**	**Lunch**
13.00- 13.50	**Lecture** Upper Respiratory Tract Infections *A.Çağrı Büke*	**Lecture** Urinary Tract Infections *A.Çağrı Büke*	**Lecture** Viral Exanthems *Meral Sönmezoğlu*	Case Presentations *Meral Sönmezoğlu* *A.Çağrı Büke*	**Program Evaluation Session** Review of The Exam Questions, Evaluation of the Clerkship Program *Head of the Department*
14.00- 14.50	**Lecture** Lower Respiratory Tract Infections *A.Çağrı Büke*	**Lecture** Infections in Elderly *A.Çağrı Büke*	**Lecture** Tuberculosis *Meral Sönmezoğlu*	Case Presentations *Meral Sönmezoğlu* *A.Çağrı Büke*	
15.00- 15.50	**Lecture** Immunization and Prophylaxis *A.Çağrı Büke*	**Lecture** Infections in immuncomprimised Patients *A.Çağrı Büke*	Case Presentations *Meral Sönmezoğlu*	Case Presentations *Meral Sönmezoğlu* *A.Çağrı Büke*	
16.00- 16.50	**Lecture** Parasitic Infections *A.Çağrı Büke*	**Independent Learning**	**Independent Learning**	**Independent Learning**	
17.00-17.50	**Independent Learning**	**Independent Learning**	**Independent Learning**	**Independent Learning**	

The lectures given by Prof. Dr. Ahmet Çağrı BÜKE, will be held in Yeditepe University Hospital, Kozyatağı

PEDIATRIC SURGERY TRAINING PROGRAM
(2 weeks)

YEDİTEPE UNIVERSITY FACULTY OF MEDICINE
PEDIATRIC SURGERY

Head of the Department of Pediatric Surgery: Şafak Karaçay, MD FEBPS Assoc. Prof.

&

HEALTH SCIENCES UNIVERSITY
ÜMRANİYE TRAINING AND RESEARCH HOSPITAL
DEPARTMENT OF PEDIATRIC SURGERY

Aytekin Kaymakçı, MD, Assoc. Prof. (Head of the Department)
Altan Alim, MD.
Zeliha Akış Yıldız, MD.
Nihan Ayyıldız, MD.
Mehmet Arpaçık, MD.
Ceyhan Şahin, MD.
Sevim Yener Turan, MD.
Fatma Turan, MD.

Definition

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

CLERKSHIP	PEDIATRIC SURGERY
AIM	1. **equip** students **with** necessary knowledge, skills and attitudes to become familiar with the recognition, natural history, and general and specific treatment of those pediatric surgical conditions that one would expect to encounter in general medical practice in a community lacking the immediate availability of a pediatric surgeon. 2. **equip** students **with** necessary knowledge, skills and attitudes To familiarize oneself with the pathophysiology of pediatric surgical conditions, and the response of a child to surgery and trauma.
LEARNING OBJECTIVES *At the end of this term, student should be able to:*	
KNOWLEDGE	1. **demonstrate** a fundamental knowledge and understanding of the following general areas and disease processes. The student's knowledge base must be adequate to permit appropriate assessment, investigation, diagnosis, and treatment. 1.1 Common pediatric surgical and urological problems in the emergency department 1.2 The "Acute Abdomen" in children (acute appendicitis, acute gastroenteritis, bowel obstruction, intussusception, malrotation and volvulus etc.) 1.3 Hernias and common surgical problems of inguinal region inguinal 1.4 Rectal bleeding in children (fissure-in-ano, juvenile polyp, Meckel's diverticulum, medical conditions that may cause rectal bleeding) 1.5 Common anorectal problems 1.6 The constipated child 1.7 Non-bilious and bilious vomiting in children (pyloric stenosis, gastroesophageal reflux and intestinal obstructions) 1.8 The abdominal mass and solid tumors in childhood (Wilms tumor, neuroblastoma, etc.) 1.9 Common neonatal surgical conditions (neonatal intestinal obstruction, & gastroschisis, necrotizing enterocolitis, imperforate anus, abdominal masses) 1.10 Trauma (general approach to the multiply injured child) 1.11 Prenatal diagnosed disease related to pediatric general and urological conditions 1.12 Common pediatric urological conditions 1.13 Surgical aspects in urinary tract infections in childhood 1.14 Surgical fluid and electrolyte hemostasis 1.15 Congenital anomalies of genito-urinary tract
SKILLS	2. **take** a relevant history. 3. **perform** an acceptable physical exam concentrating on the relevant areas. 4. **make** an appropriate differential diagnosis.
ATTITUDES	**5. Be aware of** importance of emergeny cases and congenital malformations related to pediatric surgery and urology and to rfer the cases in appropriate condition.
COMPETENCIES	6. **start** emergency and early treatment in pediatric surgical and urological cases **7. organize** referral of patients

Week 1

	Monday (YUH)	Tuesday (UH)	Wednesday (UH)	Thursday (YUH)	Friday
9:00-10-00	**Introductory Session** Şafak Karaçay	**Clinical Experience (Inpatient) and Ward Round**	**Clinical Experience (Inpatient) and Ward Round**	General Case Study and Approach to Pediatric Surgical and Urological Cases Sevim Yener Turan	**Independent Learning**
10:15-11:00	**Lecture** Child and Surgery Şafak Karaçay				
11:15-12:00	**Lecture** Newborn as a Surgical Patient Şafak Karaçay				
12:00-13:00	**Lunch**	**Lunch**	**Lunch**	**Lunch**	**Lunch**
13-15-14:00	**Lecture** Abdominal Wall Defects and Umbilical Pathologies Şafak Karaçay	**Lecture** Head and Neck Pathologies Nihan Ayyıldız	**Lecture** Acute Abdomen in Children Aytekin Kaymakcı	**Lecture** Nonobstructive Pediatric Urological Pathologies Sevim Yener Turan	**Independent Learning**
14:15- 15:00	**Lecture** Fetal Surgery Şafak Karaçay	**Lecture** Inguinal Pathologies of Children Nihan Ayyıldız	**Lecture** Surgical Pathologies of Lungs, Pleura and Diaphragm Aytekin Kaymakcı	**Lecture** Trauma in Children S. Mirapoğlu	
15:15- 16:00	**Independent Learning**	**Lecture** Scrotal Pathologies of Children Mehmet Arpacık	**Lecture** Burns in Children Zeliha Akış Yıldız	**Lecture** Obstructive Pediatric Urological Pathologies Sevim Yener Turan	

Week 2

	Monday (UH)	Tuesday (UH)	Wednesday (UH)	Thursday (UH)	Friday
9:00-10-00 10:15-11:00 11:15-12:00	Clinical Experience (Inpatient) and Ward Round	Clinical Experience (Inpatient) and Ward Round	Clinical Experience (Inpatient) and Ward Round	Clinical Experience (Inpatient) and Ward Round	**Exam**
12:00-13:00	**Lunch**	**Lunch**	**Lunch**	**Lunch**	**Program Evaluation Session** Review of the Exam Questions, Evaluation of the Program
13-15-14:00	**Lecture** GI Obstruction of Newborn Ceyhan Şahin	**Lecture** Biliary Atresia and Obtr. Jaundice S. Mirapoğlu	**Lecture** Hirschsprung's Disease and Constipation Ceyhan Şahin	**Independent Learning**	
14:15- 15:00	**Lecture** GI Obstruction of Newborn Ceyhan Şahin	**Lecture** Surgical GI Bleeding in Children T. Güvenç	**Lecture** Solid Tumors in Children Zeliha Akış Yıldız		
15:15- 16:00	**Lecture** Caustic Ingestions and Foreign Body Ingestions in Chidren Mehmet Arpacık	**Lecture** Surgical GI Bleeding in Children T. Güvenç	**Lecture** Solid Tumors in Children Zeliha Akış Yıldız		

YUH: Yeditepe University Hospital
UH: Ümraniye Training and Research Hospital

MEDICAL GENETICS TRAINING PROGRAM

(1 week)

YEDİTEPE UNIVERSITY FACULTY OF MEDICINE

Head of the Department of Medical Genetics: Ayşegül Çınar Kuşkucu, MD PhD Assist. Prof.

Ömer Faruk Bayrak, PhD Assoc. Prof.

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

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

ASSESSMENT TABLE

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

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

Week 1

	Monday	Tuesday	Wednesday	Thursday	Friday
09.00- 09.50	**Introductory Session** (Introduction to Clinical Genetics) Ayşegül Kuşkucu	**Lecture** Approach to the Patient With Dysmorphic Features Ayşegül Kuşkucu	**Lecture** Staying Ahead of the Game: Genetic Testing Ayşegül Kuşkucu	**Lecture** Bad News I Ayşegül Kuşkucu	**Assessment Session (OSCE)**
10.00- 10.50	**Lecture** What Can We Learn From a Family History? Ayşegül Kuşkucu	**Lecture** Chromosomal Disorders I Ayşegül Kuşkucu	**Lecture** Prenatal and Preimplantation Genetic Diagnosis Ayşegül Kuşkucu	**Lecture** Bad News II Ayşegül Kuşkucu	
11.00- 11.50	**Lecture** Pedigree Drawing and Pedigree Analysis Ayşegül Kuşkucu	**Lecture** Chromosomal Disorders II Ayşegül Kuşkucu	**Lecture** Genetic Counseling Ayşegül Kuşkucu	**Lecture** Current Possibilities for Treatment of Genetic Disorders Ömer Faruk Bayrak / Ayşegül Kuşkucu	
12.00- 12.50	**Lunch**	**Lunch**	**Lunch**	**Lunch**	**Lunch**
13.00- 13.50	**Lecture** Single Gene Disorders I Ayşegül Kuşkucu	Clinical Experience (outpatient real or standardized patient) Ayşegül Kuşkucu	Clinical Experience (outpatient real or standardized patient) Ayşegül Kuşkucu	**Independent Learning**	**Assessment Session** (MCQ, Essay Questions) Ayşegül Kuşkucu
14.00- 14.50	**Lecture** Single Gene Disorders II Ayşegül Kuşkucu				
15.00- 15.50					
16.00- 16.50	**Independent Learning**	**Independent Learning**	**Independent Learning**		
17.00-17.50					

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

YEDİTEPE UNIVERSITY FACULTY OF MEDICINE

Head of the Department of Clincal Pharmacology: **Ece Genç, PhD Prof.**
Zafer Gören, MD Prof.
Volkan Aydın, MD
Emine Nur Özdamar, MD Asist Prof.

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

ASSESSMENT TABLE

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

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

Week 1

<table>
<tr><th></th><th>Monday</th><th>Tuesday</th><th>Wednesday</th><th>Thursday</th><th>Friday</th></tr>
<tr><td>09.00 - 09.50</td><td>Introduction to the Program
OSCE and its Specifications
Z. Gören</td><td rowspan="3">Antihypertensive Drugs
Student Presentations</td><td rowspan="3">Lecture
Solving Case Studies for Hypertension
Z. Gören / V. Aydın</td><td rowspan="3">Lecture
Urinary Tract Infections, Treatment Goals and Non-Pharmacological Treatment Methods
Student Presentations</td><td rowspan="3">Lecture
Solving Case Studies for Urinary Tract Infections
Z. Gören / V. Aydın</td></tr>
<tr><td>10.00 - 10.50</td><td>Lecture
Principles of Rational Pharmacotherapy
Z. Gören</td></tr>
<tr><td>11.00 - 11.50</td><td>Lecture
Good Prescribing Guide
Z. Gören</td></tr>
<tr><td>12.00- 12.50</td><td colspan="5">Lunch</td></tr>
<tr><td>13.00 -13.50</td><td>Lecture
Personal Drugs Introduction to the MAUA Forms
Z. Gören</td><td rowspan="3">Lecture
Personal Drugs for Hypertension

Z. Gören / V. Aydın</td><td rowspan="3">Lecture
Urinary Tract Infections, Treatment Goals and Non-Pharmacological Treatment Methods
Z. Gören / V. Aydın</td><td rowspan="3">Lecture
Personal Drugs for Urinary Tract Infections
Z. Gören / V. Aydın</td><td rowspan="3">Lecture
Antimicrobial Chemotherapy of Acute Sinusitis
Z. Gören / V. Aydın</td></tr>
<tr><td>14.00 – 14.50</td><td rowspan="2">Lecture
Clinical Pharmacology of Antihypertensive Drugs
Z. Gören</td></tr>
<tr><td>15.00 - 15.50</td></tr>
<tr><td>16.00 - 16.50</td><td rowspan="2">Independent Learning</td><td rowspan="2">Independent Learning</td><td rowspan="2">Independent Learning</td><td rowspan="2">Independent Learning</td><td rowspan="2">Independent Learning</td></tr>
<tr><td>17.00 - 17.50</td></tr>
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Week 2

<table>
<tr><th></th><th>Monday</th><th>Tuesday</th><th>Wednesday</th><th>Thursday</th><th>Friday</th></tr>
<tr><td>09.00 - 09.50</td><td rowspan="3">Lecture
Antimicrobial Chemotherapy of Acute Sinusitis
Student Presentations</td><td rowspan="3">Lecture
Solving Case Studies for Acute Sinusitis
Z. Gören / V. Aydın</td><td rowspan="3">OSCE</td><td rowspan="3" colspan="2"></td></tr>
<tr><td>10.00 - 10.50</td></tr>
<tr><td>11.00 - 11.50</td></tr>
<tr><td>12.00- 12.50</td><td colspan="5">Lunch</td></tr>
<tr><td>13.00 -13.50</td><td rowspan="3">Lecture
Personal Drugs for Treatment of Acute Sinusitis
Z. Gören / V. Aydın</td><td rowspan="5">Independent Learning</td><td rowspan="5" colspan="3"></td></tr>
<tr><td>14.00 – 14.50</td></tr>
<tr><td>15.00 - 15.50</td></tr>
<tr><td>16.00 - 16.50</td><td rowspan="2">Independent Learning</td></tr>
<tr><td>17.00 - 17.50</td></tr>
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FORENSIC MEDICINE TRAINING PROGRAM

(1.5 week)

YEDİTEPE UNIVERSITY FACULTY OF MEDICINE

Oğuz Polat, MD Prof.

CLERKSHIP	**FORENSIC MEDICINE** *Aim of this clerkship is to*;
AIM	1. ***convey*** necessary knowledge on evaluation and reporting of forensic cases.
LEARNING OBJECTIVES *At the end of this term, student should be able to:*	
KNOWLEDGE	1. ***evaluate*** forensic cases and to report cases.
	2. ***describe*** fundamentals of forensic autopsy.
	3. ***define*** cause, origin and mechanism of death in forensic cases.
	4. ***outline*** legal responsibilities in medical practice.
	5. ***explain*** fundamentals of crime scene investigation and identification
SKILLS	6. ***make*** physical examination of forensic deaths.
	7. ***manage*** forensic death examination document filling.
	8. ***evaluate*** traumatized patients.
	9. ***arrange*** forensic reports.
	10. ***evaluate*** and ***report*** sexual crimes.
ATTITUDES	11. ***do*** definition and management of forensic cases.

Week 1

	Monday	Tuesday	Wednesday	Thursday	Friday
09.00- 09.50	**Introductory Session** (Introduction to Forensic Medicine) Oğuz Polat	**Lecture** Family Violence Oğuz Polat	**Autopsy Practice** (Forensic Council of Medicine)	**Lecture** Sexual Violence and Medico-Legal Approach Oğuz Polat	**Lecture** The Origins of Death Oğuz Polat
10.00- 10.50	**Lecture** The Differences Between Forensic Medicine and Forensic Sciences Oğuz Polat	**Lecture** Child Abuse and Neglect Oğuz Polat	**Autopsy Practice** (Forensic Council of Medicine)	**Lecture** Mobbing Oğuz Polat	**Lecture** Homicides Oğuz Polat
11.00- 11.50	**Lecture** Forensic Medicine in Turkey Oğuz Polat	**Lecture** Sexual Abuse of Child Oğuz Polat	**Autopsy Practice** (Forensic Council of Medicine)	**Lecture** Human Rights Violation and Torture Oğuz Polat	**Lecture** Suicides Oğuz Polat
12.00- 12.50	**Lunch**	**Lunch**	**Lunch**	**Lunch**	**Lunch**
13.00- 13.50	**Lecture** Description of Death Oğuz Polat	**Autopsy Video I** Oğuz Polat	**Autopsy Practice** (Forensic Council of Medicine)	**Lecture** Forensic Aspects of Wounding Oğuz Polat	**Lecture** Asphxia 1 (Suffocation, Strangulation, Suffocation Gases) Oğuz Polat
14.00- 14.50	**Lecture** Early and Late Postmortem Changes Oğuz Polat	**Autopsy Video II** Oğuz Polat	**Autopsy Practice** (Forensic Council of Medicine)	**Lecture** Wounds Caused by Pointed and Sharp-Edged Weapons Oğuz Polat	**Lecture** Asphxia 2 (Chemical Asphxyciants) Oğuz Polat
15.00- 15.50	**Lecture** Crime Scene Investigation Identification Oğuz Polat	**Lecture** Reporting the Autopsy Cases Oğuz Polat	**Autopsy Practice** (Forensic Council of Medicine)	**Lecture** Gunshot Wounds Oğuz Polat	**Lecture** Forensic Psychiatry Oğuz Polat
16.00-17.00	**Independent Learning**	**Independent Learning**	**Independent Learning**	**Independent Learning**	**Independent Learning**

Week 2

	Monday	Tuesday	Wednesday	Thursday	Friday
09.00- 09.50	**Lecture** Legal Responsibilities of Physcians Oğuz Polat	**Lecture** Poisoning Oğuz Polat	**Assessment Session (Oral Examination)**		
10.00- 10.50	**Lecture** Classification of Medical Malpractice Oğuz Polat	**Lecture** Drug Related Deaths Oğuz Polat			
11.00- 11.50	**Lecture** Difference Between Complication and Medical Malpractice Oğuz Polat	**Lecture** Forensic Aspects of Alcohol Oğuz Polat			
12.00- 12.50	**Lunch**	**Lunch**	**Lunch**		
13.00- 13.50	**Lecture** Description and Classification of Accidents Oğuz Polat	**Lecture** Forencis Cases Legal Procedure Oğuz Polat	**Assessment Session (Written Examination)**		
14.00- 14.50	**Lecture** Transportation and Childhood Accidents Oğuz Polat	**Lecture** Reporting the Forensic Cases I Oğuz Polat			
15.00- 15.50	**Lecture** Differentiation Between Natural and Unnatural Deaths Oğuz Polat	**Lecture** Reporting the Forensic Cases II Oğuz Polat	**Program Evaluation Session** Review of the Exam Questions, Evaluation of the Program Oğuz Polat		
16.00-17.00	**Independent Learning**	**Independent Learning**			

YEDİTEPE UNIVERSITY
FACULTY OF MEDICINE
PHASE V
STUDENT COUNSELING

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

The consultants selected among Basic Medical Sciences instructors for the first three years transfer the students to Clinical Sciences instructors for the following three years.

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

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

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

The expectations from the student are as follows:

a) Contribute to improvement of satisfaction level in the problem areas

b) Report the social and economic conditions that require consultant's help

c) Specify expectations from the education and the department from which this training is taken

d) Give feedback on the counseling services regarding their satisfaction level

Student counsellors will be appointed after finalization of the class list and will be announced to the students.

After the announcement of the counsellors on the information board, each student is expected to contact his/her counsellor until the end of the current committee.

LIST OF STUDENT COUNSELING

	NO	NAME	SURNAME	COUNSELOR
1	20140800075	DİLARA UMUT	ALTUN	DOÇ. DR. BAKİ EKÇİ
2	20160800108	NAZ CANSU	AKKAŞ	DOÇ. DR. BAKİ EKÇİ
3	20130800010	HİLMİ	ALPTEKİN	PROF. DR. RACİHA BERİL KÜÇÜMEN
4	20140800096	LADEN	ALTAY	PROF. DR. RACİHA BERİL KÜÇÜMEN
5	20150800107	MUHARREM BERKER	ALTINTAŞ	DOÇ. DR. HASAN AYDIN
6	20130800009	ALEV	ARSLAN	DOÇ. DR. HASAN AYDIN
7	20140800023	MUSTAFA CANER	AYDIN	DOÇ. DR. MÜGE BIÇAKCIGİL
8	20140800022	İLKE ESİN	AYDINER	DOÇ. DR. MÜGE BIÇAKCIGİL
9	20140800015	BERİL	BALAK	DOÇ. DR. ZEHRA EREN
10	20140800018	ECE	BATUR	DOÇ. DR. ZEHRA EREN
11	20140800073	NİYAZİ GÖRKEM	BEKTAŞ	DOÇ. DR. ZEHRA EREN
12	20140800068	İREM	BOLLUK	DOÇ. DR. NALAN ALAN SELÇUK
13	20130800074	YILDIRIM HAN	BOZAL	DOÇ. DR. NALAN ALAN SELÇUK
14	20140800088	BASSEL	BSAT	DOÇ. DR. SONER SANİOĞLU
15	20140800014	HATİCE ZEYNEP	CEYLAN	DOÇ. DR. SONER SANİOĞLU
16	20130800079	VOLKAN	CİVELEK	PROF. DR. BERRİN AKTEKİN
17	20130800059	YUNUS EMRE	ÇADIRCI	PROF. DR. BERRİN AKTEKİN
18	20140800020	EGEMEN KAAN	ÇAKAR	DOÇ. DR. BURCU ÖRMECİ
19	20130800045	SEÇKİN	ÇELİK	DOÇ. DR. BURCU ÖRMECİ
20	20140800070	ECE MELİS	ÇETİNKAYA	DOÇ. DR. BURCU ÖRMECİ
21	20140800009	GÖKTUĞ	ÇETİNYOL	DOÇ. DR. NAZ BERFU AKBAŞ
22	20160800093	SİMAY	ÇİL	DOÇ. DR. NAZ BERFU AKBAŞ
23	20130800069	BÜŞRA NUR	ÇOŞAN	DOÇ. DR. NAZ BERFU AKBAŞ
24	20130800001	SERKAN	DEKTAŞ	DR. ÖĞR. ÜYESİ AYŞEGÜL SARSILMAZ OYGEN
25	20140800102	BATUHAN BERK	DEMİR	DR. ÖĞR. ÜYESİ AYŞEGÜL SARSILMAZ OYGEN
26	20140800069	UMAY	DİLEK	DR. ÖĞR. ÜYESİ AYŞEGÜL SARSILMAZ OYGEN
27	20130800006	HASAN	DÖNER	PROF. DR. ÖZGE KÖNER
28	20140800081	EZGİ	DUMAN	PROF. DR. ÖZGE KÖNER
29	20170800113	FERİDE NURSELİ	ENGEL	DR. ÖĞR. ÜYESİ MUSTAFA AYTEK ŞİMŞEK
30	20130800020	MELİKE SABA	ERDİNÇ	DR. ÖĞR. ÜYESİ M. FERUDUN ÇELİKMEN
31	20160800106	HAZAL	ERDİNÇ	DOÇ. DR. MÜGE BIÇAKCIGİL
32	20130800075	MURAT	ERDOĞAN	PROF. DR. FERDA ÖZKAN
33	20120800088	DAMLA	ERDOĞAN	PROF. DR. FERDA ÖZKAN
34	20140800077	MERYEM BEYZA	ERKAN	PROF. DR. SİBEL TEMÜR
35	20140800027	MERCAN	EZELSOY	PROF. DR. SİBEL TEMÜR
36	20140800053	GÖRKEM	FEYZULLAHOĞLU	DR. ÖĞR. ÜYESİ SEVGİ BİLGEN
37	20140800084	LORINA	HAZIRI	DR. ÖĞR. ÜYESİ SEVGİ BİLGEN
38	20130800008	ZELİHA NUR	IRMAK	DR. ÖĞR. ÜYESİ M. FERUDUN ÇELİKMEN
39	20140800041	ÖMER SERTAÇ	İLASLAN	DR. ÖĞR. ÜYESİ M. FERUDUN ÇELİKMEN
40	20140800039	AYSU	KAÇAR	PROF. DR. UĞUR TÜRE
41	20140800045	OSMAN KAMİL	KAMİLOĞLU	PROF. DR. UĞUR TÜRE
42	20130800068	SİDAR	KARABULUT	DOÇ. DR. TURHAN ÖZLER
43	20120800045	İREM BUSE	KARAKUM	DOÇ. DR. TURHAN ÖZLER
44	20130800048	SILA	KARAKUŞ	DOÇ. DR. TURHAN ÖZLER
45	20140800058	BURAKSU	KARSLI	DR. ÖĞR. ÜYESİ MUHSİN ALTUNSOY
46	20140800034	MELİH KAĞAN	KAVCIOĞLU	DR. ÖĞR. ÜYESİ PINAR TURA
47	20130800076	EREN	KAVUKÇU	DR. ÖĞR. ÜYESİ PINAR TURA
48	20120800023	KORAY	KAYA	DR. ÖĞR. ÜYESİ PINAR TURA
49	20140800013	ALİ	KESER	DR. ÖĞR. ÜYESİ BARIŞ MURAT AYVACI
50	20130800004	KEVSER	KİŞİFLİ	DR. ÖĞR. ÜYESİ BARIŞ MURAT AYVACI
51	20130800028	DENİZ	KOCA	DR. ÖĞR. ÜYESİ BARIŞ MURAT AYVACI
52	20140800004	KIVANÇ	KORKMAZ	DR. ÖĞR. ÜYESİ FATMA FERDA KARTUFAN
53	20130800012	ATA	KÖKEN	DR. ÖĞR. ÜYESİ FATMA FERDA KARTUFAN
54	20140800076	ECE	KUDUBAN	DR. ÖĞR. ÜYESİ FATMA FERDA KARTUFAN
55	20130800043	GÖZDE	KURAN	PROF. DR. ÜMMÜHAN MERAL ABAN
56	20130800088	JOSEPF FURKAN	KÜÇÜKTAŞ	DR. ÖĞR. ÜYESİ SEVGİ BİLGEN
57	20130800078	SENA	LOĞOĞLU	DR. ÖĞR. ÜYESİ NESLİHAN UZTÜRE
58	20140800082	EDA	OLCAYTUĞ	DR. ÖĞR. ÜYESİ NESLİHAN UZTÜRE
59	20140800072	ECEM	OLTULU	DR. ÖĞR. ÜYESİ NESLİHAN UZTÜRE
60	20130800046	MEYSA	ÖNCEL	PROF. DR. ÜMMÜHAN MERAL ABAN
61	20130800035	DENİZ CAN	ÖNEN	PROF. DR. ÜMMÜHAN MERAL ABAN
62	20140800038	FEHMİ GİRAY	ÖZGÜN	PROF. DR. İLHAN TOPALOĞLU

63	20120800005	OĞUZ GÖKBERK	ÖZHAN	PROF. DR. İLHAN TOPALOĞLU
64	20170800117	SELEN	ÖZKAN	PROF. DR. İLHAN TOPALOĞLU
65	20130800005	SELMA NUR	ÖZKİRAZ	DOÇ. DR. MELTEM ERGÜN
66	20130800070	DUHA YAREN	ÖZTÜRK	DOÇ. DR. MELTEM ERGÜN
67	20140800001	ALİ EMRE	ÖZTÜRK	DOÇ. DR. MELTEM ERGÜN
68	20130800050	ATİLA BERKE	ÖZÜS	DOÇ. DR. BAŞAR SARIKAYA
69	20140800046	NAZ	PAYTONCU	DOÇ. DR. BAŞAR SARIKAYA
70	20140800063	HÜMA ARDA	PEDİRİK	DOÇ. DR. BAŞAR SARIKAYA
71	20120800002	KONURALP	SAĞLAM	PROF. DR. UĞUR ŞAYLI
72	20130800072	PELİN	SARI	PROF. DR. UĞUR ŞAYLI
73	20140800033	DİLANUR SULTAN	SEÇİLMİŞ	DR. ÖĞR. ÜYESİ OSMAN MELİH TOPÇUOĞLU
74	20130800065	SEMİH SERGEN	SEMERCİ	DR. ÖĞR. ÜYESİ OSMAN MELİH TOPÇUOĞLU
75	20120800009	OĞUZCAN	SERNİKLİ	DR. ÖĞR. ÜYESİ OSMAN MELİH TOPÇUOĞLU
76	20140800064	AYŞE EZGİ	SEVER	DOÇ. DR. ÖMER FARUK BAYRAK
77	20140800035	ZELİHA İLKE	SUNGUR	DOÇ. DR. ÖMER FARUK BAYRAK
78	20140800086	NAİLE	ŞABAN	DOÇ. DR. ÖMER FARUK BAYRAK
79	20140800056	MUSTAFA EFE	ŞÜKÜROĞLU	DR. ÖĞR. ÜYESİ AYŞEGÜL KUŞKUCU
80	20130800066	ELİF NUR	TAKIR	DR. ÖĞR. ÜYESİ AYŞEGÜL KUŞKUCU
81	20130800060	AYŞE NAZ	TEKKÖK	DR. ÖĞR. ÜYESİ AYŞEGÜL KUŞKUCU
82	20140800067	ESRA EZGİ	TEMÜR	DR. ÖĞR. ÜYESİ MUSTAFA BERBER
83	20160800099	ECE	TOPKAYA	DR. ÖĞR. ÜYESİ MUSTAFA BERBER
84	20140800079	DENİZ	TURGUT	DR. ÖĞR. ÜYESİ MUSTAFA BERBER
85	20130800004	ZEYNEP İLAY	YALÇIN	DOÇ. DR. NESLİHAN TAŞDELEN
86	20130800071	OLCAY	YAVUZ	DR. ÖĞR. ÜYESİ SEVGİ BİLGEN
87	20130800042	YEKTA	YILDIRIM	DR. ÖĞR. ÜYESİ SEVGİ BİLGEN
88	20140800049	ÖYKÜ MERVE	YILMAZ	DR. ÖĞR. ÜYESİ MUSTAFA AYTEK ŞİMŞEK
89	20120800081	MUSTAFA FADIL	YUNIS	DR. ÖĞR. ÜYESİ NURCAN KIZILCIK SANCAR
90	20140800007	MERVE	ZENGİN	DR. ÖĞR. ÜYESİ MUSTAFA AYTEK ŞİMŞEK

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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:
Özge Köner, MD Prof.: 216 578 40 00 (4842)/ okoner@yeditepe.edu.tr

Co-coordinators:

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

Andaç Aykan, MD Assoc. Prof. 0216 578 50 00 (5129)/ andac.aykan@yeditepe.edu.tr

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

Asuman Cömert Erkılınç, MD Assist Prof.: 216 578 40 00 (4110)/ asuman.erkilinc@yeditepe.edu.tr

İlke Bahçeci Şimşek, MD Assist Prof. (0212) 211 40 00 (6512)/ ilke.simsek@yeditepe.edu.tr

Address:

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

Web: www.yeditepe.edu.tr
http://www.med.yeditepe.edu.tr
e-mail: tipfakdek@yeditepe.edu.tr

YEDİTEPE UNIVERSITY
FACULTY of MEDICINE

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

+ 90 216 578 00 00

Student Affairs
+90 216 578 06 86

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