

**YEDİTEPE UNIVERSITY**

**FACULTY of MEDICINE**

**PHASE V**

**ACADEMIC PROGRAM BOOK**

**2017 – 2018**

**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”***

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**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** consultancy 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 2017 – 2018)**

Ece Aydoğ, MD Prof. (Coordinator)

Ece Genç, PhD. Prof. (Co-Coordinator)

Melih Güven, MD Prof. (Co-coordinator)

Vildan Öztürk, MD Assist Prof. (Co-coordinator)

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

Asuman Cömert Erkılıç, 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 2017 – 2018

<b>September 11, 2016 (Monday)</b>	<b>Beginning of Phase V</b>
<b>October 18, 2017 (Wednesday)</b>	<b>Coordination Committee Meeting</b>
<b>October 28 - 29, 2017 (Saturday<sup>1</sup>/<sub>2</sub> - Sunday)</b>	<b>Republic Day - National Holiday</b>
<b>November 10, 2017 (Friday)</b>	<b>Commemoration of Atatürk</b>
<b>January 1, 2018 (Monday)</b>	<b>New Year</b>
<b>January 10, 2018 (Wednesday)</b>	<b>Coordination Committee Meeting (with students participation)</b>
<b>March 14, 2018 (Wednesday)</b>	<b>Physicians' Day</b>
<b>April 23, 2018 (Monday)</b>	<b>National Holiday</b>
<b>May 1, 2018 (Tuesday)</b>	<b>Labor's Day</b>
<b>May 9, 2018 (Wednesday)</b>	<b>Coordination Committee Meeting (with students participation)</b>
<b>May 19, 2018 (Saturday)</b>	<b>National Holiday</b>
<b>June 14 - 17, 2018 (Thursday <sup>1</sup>/<sub>2</sub> - Sunday)</b>	<b>Religious Holiday</b>
<b>June 1, 2018 (Friday)</b>	<b>End of Phase V</b>
<b>July 4, 2018 (Wednesday)</b>	<b>Coordination Committee Meeting</b>

**PHASE V**  
**ACADEMIC SCHEDULE 2017 – 2018**

	Group 1	Group 2	Group 3	Group 4	Group 5	Group 6	Group 7
11-15.09.2017	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)	OTORHINOLARYNGOL OGY Y.Ü.T.F. (3 weeks)	DERMATOLOGY Y.Ü.T.F. (3 weeks)
18-22.09.2017		NUCLEAR MEDICINE Y.Ü.T.F. (1 week)	CHILD PSYCHIATRY Y.Ü.T.F (1 week)				
25-29.09.2017							
02-06.10.2017	PHYSICAL MEDICINE &REHABILITATION Y.Ü.T.F.+ FS.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)	INFECTIOUS DISEASES Y.Ü.T.F +H.N.H. (2 weeks)
09-13.10.2017		RADIATION ONCOLOGY K.L.K. (1 week)					
16-20.10.2017	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)	OTORHINOLARYN GOLOGY Y.Ü.T.F. (3 weeks)
23-27.10.2017			NUCLEAR MEDICINE Y.Ü.T.F. (1 week)	CHILD PSYCHIATRY Y.Ü.T.F (1 week)			
30.10 – 03-11.2017							
06-10.11.2017	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)
13-17.11.2017		RADIATION ONCOLOGY K.L.K. (1 week)					
20-24.11.2017	OTORHINOLARYNGOL OGY 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)
27.11-01.12.2017				NUCLEAR MEDICINE Y.Ü.T.F. (1 week)	CHILD PSYCHIATRY Y.Ü.T.F (1 week)		
04-08.12.2017							
11-15.12.2017	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)
18-22.12.2017				RADIATION ONCOLOGY K.L.K. (1 week)			
25-29.12.2017	OPHTHALMOLOGY Y.Ü.T.F. (3 weeks)	OTORHINOLARYNGOL OGY 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)
02-05.01.2018					NUCLEAR MEDICINE Y.Ü.T.F. (1 week)	CHILD PSYCHIATRY Y.Ü.T.F (1 week)	
08-12.01.2018							
15-19.01.2018	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)
22-26.01.2018					RADIATION ONCOLOGY K.L.K. (1 week)		

	Group 1	Group 2	Group 3	Group 4	Group 5	Group 6	Group 7
29.01-02.02.2018	NEUROLOGY Y.Ü.T.F. + F.S.M.E.A.H. (3 weeks)	OPHTHALMOLOGY Y.Ü.T.F. (3 weeks)	OTORHINOLARYNGOL OGY 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)
05-09.02.2018						NUCLEAR MEDICINE Y.Ü.T.F. (1 week)	CHILD PSYCHIATRY Y.Ü.T.F (1 week)
12-16.02.2018							
19-23.02.2018	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)
26.02-02.03.2018						RADIATION ONCOLOGY K.L.K. (1 week)	
05-09.03.2018	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)	OTORHINOLARYNGOL OGY 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)
12-16.03.2018							NUCLEAR MEDICINE Y.Ü.T.F. (1 week)
19-23.03.2018							
26-30.03.2018	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)
02-06.04.2018							RADIATION ONCOLOGY K.L.K. (1 week)
09-13.04.2018	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)	OTORHINOLARYNGOL OGY Y.Ü.T.F. (3 weeks)	DERMATOLOGY Y.Ü.T.F. (3 weeks)	ORTHOPAEDICS & TRAUMATOLOGY Y.Ü.T.F. (3 weeks)
16-20.04.2018		CHILD PSYCHIATRY Y.Ü.T.F (1 week)					
24-27.04.2018							
30.04-04.05.2018	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)
07-11.05.2018	RADIATION ONCOLOGY K.L.K. (1 week)						
14-23.05.2018	CL. PHARMACOLOGY Y.Ü.T.F. (GROUP I)					FORENSIC MEDICINE Y.Ü.T.F. (GROUP II)	
24.05-01.06.2018	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**

2017 - 2018			
	NO	NAME	SURNAME
<b>GROUP 1</b>			
1	20120800003	MERVE	ERİŞ
2	20120800004	DİLARA	GÜLŞAN
3	20120800006	MUSTAFA	SELİMOĞLU
4	20120800007	MEHMET İLHAN	SESİGÜZEL
5	20120800008	AYKUT	UÇAR
6	20120800010	İZGİ AYÇIL	GENCAN
7	20120800011	İREM	YAPAR
8	20120800012	ALARA	ATAACAR
9	20120800013	BÜŞRA	ZENGİN
10	20120800016	MEHMET YAĞIZ	YENİGÜN
11	20120800024	EGEMEN	TAVRAK
12	20120800026	GALİP EKİN	BENLİ
13	20120800001	DOĞUŞ	KÖKARTTI
14	20160800105	HÜSEYİN	ERDİL
<b>GROUP 1 REPRESENTATIVE: BÜŞRA ZENGİN</b>			

<b>GROUP 2</b>			
1	20120800032	YİĞİT	AKSOY
2	20120800041	MUSTAFA FATİH	ÖĞÜNÇLÜ
3	20120800043	ELİF RABİA	İÇÖZ
4	20120800044	DAMLA	ALTUNOK
5	20120800047	MEHMET	AŞTİ
6	20120800050	ECE	İLTÜMÜR
7	20120800051	GİZEM NAZ	KAHRAMAN
8	20120800053	SALİHA NAZLI	KARDAŞ
9	20120800054	ÇAĞDAŞ ROBİN	KIRAN
10	20120800057	ECEM	KAHRAMAN
11	20120800061	İLKİM ECE	YILDIZ
12	20120800062	YELİZ	YANIKOĞLU
<b>GROUP 2 REPRESENTATIVE: ECEM KAHRAMAN</b>			

GROUP 3			
1	20120800063	YAĞMUR	YAVUZ
2	20120800064	FATMA CANAN	KARABAŞ
3	20120800065	ALİ ERDİ	AFACAN
4	20120800066	METEHAH	HERGÜNER
5	20120800067	DİLARA	MEDET
6	20120800071	BÜŞRA	YILDIZ
7	20120800072	NAZ	GÜÇLÜ
9	20120800084	BURÇİN	TAK
10	20130800002	BURHAN OSMAN	ÖZTÜRK
11	20130800011	UMUT	KOÇ
12	20130800013	LEVENT AKMAN	SOLİM
GROUP 3 REPRESENTATIVE: NAZ GÜÇLÜ			

GROUP 4			
1	20130800016	MELİS	ERDAL
2	20130800017	EZGİ	URTEKİN
3	20130800022	MİRAÇ BERFU	TOKUÇ
4	20130800023	ÖZGÜL GİZEM	DİKENÇİK
5	20130800024	GİZEM	GÜNGÖR
6	20130800025	HELİN DİCLE	ÖZBEK
7	20130800027	TANSU ŞUA	ÖKTEM
8	20130800030	IRMAK	SINAL
9	20130800034	UFUK	ŞANKO
10	20130800037	AYDIN	İŞLETME
11	20130800038	İREM NUR	KİRAZ
12	20160800094	BATURALP	POLAT
13	20160800105	HÜSEYİN	ERDİL
GROUP 4 REPRESENTATIVE: İREM NUR KİRAZ			

GROUP 5			
1	20130800039	DOĞA	KURUOĞLU
2	20130800040	ASUDE	TURA
3	20130800041	HAZAL	SAĞKOL
4	20130800044	SEZİN	ÜNVER
5	20130800049	ZEYNEP BİRKE	TOKSÖZ
6	20130800051	SENA	AKYILDIZ
7	20130800052	MÜNİRE NAZLI	HÖBEK
8	20130800053	BEYZA	BÜYÜKÖREN
9	20130800057	CANER	ÇECE
10	20130800058	MÜMİN BERKAY	ŞEN
11	20130800060	BİLGE	KÖYLÜ
12	20110800071	USAMA SULEIMAN	NASSOR
13	20120800081	MUSTAFA FADİL	YUNIS
GROUP 5 REPRESENTATIVE: BİLGE KÖYLÜ			



GROUP 6			
1	20130800061	ECE	TOPRAKÇI
2	20130800063	MÜGE	KALAYCIOĞLU
3	20130800067	GÖKALP ARİF	UTKUGÜN
4	20130800073	MELİS	ÖZGER
5	20130800077	DOĞUKAN	ARSLAN
6	20130800081	FATMA SARAAD	MOHAMUD
7	20130800082	NESİBE GÖKÇE	KALYONCU
8	20130800093	YASHAR	ADİBNİA
9	20130800095	CEMRE	ARDIÇ
10	20130800096	MUSTAPHA	ABU RACHED
GROUP 6 REPRESENTATIVE: GÖKÇE KALYONCU			

GROUP 7			
1	20140800087	ÖZÜM CANSU	ŞAHİN
2	20140800090	BUSE	KAYMAKÇI
3	20140800092	MERVE SEZER	YILDIRIM
4	20140800095	CEMELMAS	ÖZAKINSEL
5	20140800101	ECE	DEMİRKIRKAN
6	20150800096	MELİS	SARAK
7	20150800100	BERK	KUTSAL
8	20150800104	LENA	ERTAÇ
9	20150800108	CEREN	KAYTAN
10	20160800094	BATURALP	POLAT
11	20160800112	MÜCAHİT	BULUT
GROUP 7 REPRESENTATIVE: BUSE KAYMAKÇI			

## **SPECIFIC SESSIONS / PANELS**

### **Introductory Session**

#### **Aim of the session:**

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

#### **Objectives of the Session:**

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

#### **Rules of the Session:**

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

#### **Implementation of the Session:**

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

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

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

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

## **Clerkship Evaluation Session**

### **Aim of the Session:**

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

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

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

### **Process:**

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

### **Rules of the Clerkship Evaluation Session :**

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

## **Program Improvement Session**

### **Aim:**

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

### **Objectives:**

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

### **Rules:**

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

**Implementation:****Before the Session**

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

**During the Session**

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

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

**After the Session**

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

## INDEPENDENT LEARNING

### Description:

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

### Aim:

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

### Objectives:

*With this instructional strategy, students will develop;*

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

### Rules:

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

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

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

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

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

**Reference:**

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

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

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

## 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
	OE: Oral Exam	MEQ: Modified Essay Questions
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 lose any academic and non academic scholarships given by the Yeditepe University **for up to four years**. The appropriate sanctions are determined by the Yeditepe University administration according to egregiousness of the Policy violation.

## **CLERKSHIP PROGRAMS**

**(37 WEEKS)**

**ORTHOPEDICS AND TRAUMATOLOGY (3 weeks)**

**PSYCHIATRY (2 weeks)**

**CHILD PSYCHIATRY (1 week)**

**NEUROSURGERY (2 weeks)**

**NEUROLOGY (3 weeks)**

**OPHTHALMOLOGY (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 conference hall in Yeditepe University Hospital on the 11th of September between 12.30- 13:30 hours. Each student should attend the orientation program.)*

Ece Aydoğ, MD Prof. (Coordinator)

Ece Genç, PhD Prof. (Co-coordinator)

Melih Güven, MD Prof. (Co-coordinator)

Vildan Öztürk, MD Assist Prof. (Co-coordinator)

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

Asuman Cömert Erkılıç, 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.  
Melih Güven, MD Prof.  
Çağatay Uluçay, MD Assoc. Prof.  
Turhan Özler, MD Assoc. Prof.  
Budak Akman, MD Assoc. Prof.  
Gökhan Meriç, MD,  
Onur Kocadal MD

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

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

**Week 1**

	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
8:00-9:00	Introductory Session Introduction to Orthopedics and Traumatology <b>F. Altıntaş</b>	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	<b>Lunch</b>	<b>Lunch</b>	<b>Lunch</b>	<b>Lunch</b>	<b>Lunch</b>
13:00-16:00	<b>Lecture</b> -Pelvis and Acetabular Fractures -Open Fractures and Wound Treatment <b>G. Meriç</b>	<b>Lecture</b> -Dislocations and Fractures of the Lower Extremity -Fractures of Children <b>T. Özler</b>	<b>Lecture</b> -Basic Principles of Fractures and Fracture Healing -Osteomyelitis and Septic Arthritis <b>B. Akman</b>	<b>Lecture</b> Benign and Malign Bone Tumors <b>M. Güven</b>	<b>Lecture</b> Spinal Trauma and Fractures <b>Ç. Uluçay</b>
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**

	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
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	<b>Lunch</b>	<b>Lunch</b>	<b>Lunch</b>	<b>Lunch</b>	<b>Lunch</b>
13:00-16:00	<b>Lecture</b> Developmental Dysplasia of the Hip Perthes Disease Slipped Capital Femoral Epiphysis <b>M. Güven</b>	<b>Lecture</b> Metabolic Bone Diseases Avascular Bone Necrosis and Management in Adults <b>B. Akman</b>	<b>Lecture</b> Osteoarthritis and Arthroplasty <b>F. Altıntaş</b>	<b>Lecture</b> Shoulder and Elbow Problems Knee Problems in Sports Medicine and Arthroscopy Cartilage Biology and Injuries <b>T. Özler</b>	<b>Lecture</b> Scoliosis and Kyphosis Degenerative and Inflammatory Diseases of the Spine <b>Ç. Uluçay</b>
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**

	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
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	<b>Lunch</b>	<b>Lunch</b>	<b>Lunch</b>	<b>Lunch</b>	<b>Lunch</b>
13:00-16:00	<b>Lecture</b> Congenital Anomalies of the Lower Extremity PEV U. Şaylı	<b>Lecture</b> Disorders of the Foot and Ankle U. Şaylı	<b>Lecture</b> Dislocations and Fractures of the Upper Extremity, Cerebral Palsy O. Kocadal	<b>Lecture</b> Microvascular Surgery and Replantations Ç. Uluçay	Program Evaluation Session Review of the Exam Questions, Evaluation of the Program M. Güven
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 Assist. 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 <i>Aim of this clerkship is to;</i>
AIM	<ol style="list-style-type: none"> <li>1. <b>convey</b> necessary knowledge on psychiatric disorders, diagnosis and differential diagnosis,</li> <li>2. <b>equip</b> students <b>with</b> knowledge, skills and attitudes required to start treatment of diseases,</li> <li>3. <b>equip</b> students <b>with</b> knowledge, skills and attitudes required to perform follow- up in primary health care services,</li> <li>4. <b>equip</b> students <b>with</b> knowledge, skills and attitudes required to inform patient and their relatives about disorder,</li> </ol>
<i>At the end of this term, student should be able to:</i>	
KNOWLEDGE	<ol style="list-style-type: none"> <li>1. <b>describe</b> organic, physiological and psychological causes of depression, anxiety</li> <li>2. <b>describe</b> organic, physiological and psychological factors related with bipolar disorder, phobias, substance use disorders, psychosomatic</li> <li>3. <b>describe</b> personality disorders</li> </ol>
SKILLS	<ol style="list-style-type: none"> <li>4.1. <b>assess</b> mental status,</li> <li>4.2. <b>take</b> psychiatric history</li> <li>5. <b>make</b> psychiatric examination</li> </ol>
ATTITUDES	<ol style="list-style-type: none"> <li>6. <b>make</b> neutral, extra-judicial and indiscriminate approaches to patient</li> <li>7.1. <b>value</b> privacy of patients,</li> <li>7.2. <b>give</b> patients confidence</li> <li>8. <b>maintain</b> empathy and effective communication with patient and accompanying</li> </ol>
COMPETENCIES	<ol style="list-style-type: none"> <li>9.1. <b>distinguish</b> symptoms and signs of psychiatric conditions,</li> <li>9.2. <b>arrange</b> appropriate order for laboratory tests and consultations</li> <li>9.3. <b>diagnose</b> psychiatric conditions,</li> <li>9.4. <b>do</b> preliminary interventions,</li> <li>9.5. <b>make</b> stabilization of psychiatric emergency cases in emergency conditions like suicide, conversion disorder, manic episode, substance-related emergencies</li> <li>9.6. <b>arrange</b> appropriate initial treatment,</li> <li>9.7. <b>inform</b> patients and care givers on personality disorders</li> <li>9.8. <b>schedule</b> follow-up process</li> <li>10. <b>handle</b> self protection from a violent patient</li> </ol>

## ASSESSMENT TABLE

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

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

**Week 1**

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

**Week 2**

	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
09:00-10:30	Clinical Experience (Outpatient) Erenköy NRTH	Clinical Experience (Outpatient) Erenköy NRTH	Lecture Substance Related Disorders <b>Naz B. Akbaş</b>	Clinical Experience (Outpatient) Erenköy NRTH	Assessment Session
10:45-12:00	Clinical Experience (Outpatient) Erenköy NRTH	Clinical Experience (Outpatient) Erenköy NRTH	Lecture Eating Disorders <b>Naz B. Akbaş</b>	Clinical Experience (Outpatient) Erenköy NRTH	
12:00-13:00	<b>Lunch</b>	<b>Lunch</b>	<b>Lunch</b>	<b>Lunch</b>	<b>Lunch</b>
13:00-14:30	Lecture Schizophrenia and Other Psychoses <b>Okan Taycan</b>	Lecture Treatment in Psychiatry <b>Okan Taycan</b>	Clinical Experience (Outpatient) Erenköy NRTH	Lecture Somatic Symptom Disorders <b>Naz B. Akbaş</b>	Program Evaluation Session Review of the Exam Questions, Evaluation of the Program <b>Naz B. Akbaş</b> <b>Okan Taycan</b>
14:30-16:00	Lecture Schizophrenia and Other Psychoses <b>Okan Taycan</b>	Lecture Obsessive Compulsive Disorder <b>Okan Taycan</b>	Clinical Experience (Outpatient) Erenköy NRTH	Lecture Sexual Dysfunctions <b>Naz B. Akbaş</b>	
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 <i>Aim of this clerkship is to;</i>
AIM	<ol style="list-style-type: none"> <li>1. <b>convey</b> necessary knowledge on psychiatric disorders, diagnosis and differential diagnosis,</li> <li>2. <b>equip</b> students <b>with</b> knowledge, skills and attitudes required to start treatment of diseases,</li> <li>3. <b>equip</b> students <b>with</b> knowledge, skills and attitudes required to perform follow-up in primary health care services,</li> <li>4. <b>equip</b> students <b>with</b> knowledge, skills and attitudes required to inform patient and their relatives about disorder,</li> <li>5. <b>equip</b> students <b>with</b> knowledge, skills and attitudes required to direct patient to specialist when necessary.</li> </ol>
<i>At the end of this term, student should be able to:</i>	
KNOWLEDGE	1. <b>describe</b> organic, physiological and psychological causes of depression, anxiety and panic attacks
	2. <b>describe</b> organic, physiological and psychological factors related with bipolar disorder, phobias, substance use disorders, psychosomatic disorders, ADHD
	3. <b>describe</b> personality disorders
SKILLS	4.1. <b>assess</b> mental status,
	4.2. <b>take</b> psychiatric history
	5. <b>make</b> psychiatric examination
ATTITUDES	6. <b>make</b> neutral, extra-judicial and indiscriminate approaches to patient
	7.1. <b>value</b> privacy of patients,
	7.2. <b>give</b> patients confidence
COMPETENCIES	8. <b>maintain</b> empathy and effective communication with patient and accompanying persons or care givers
	<ol style="list-style-type: none"> <li>9.1. <b>distinguish</b> symptoms and signs of psychiatric conditions,</li> <li>9.2. <b>arrange</b> appropriate order for laboratory tests and consultations</li> <li>9.3. <b>diagnose</b> psychiatric conditions,</li> <li>9.4. <b>do</b> preliminary interventions,</li> <li>9.5. <b>make</b> stabilization of psychiatric emergency cases in emergency conditions like suicide, conversion disorder, manic episode, substance-related emergencies</li> <li>9.6. <b>arrange</b> appropriate initial treatment,</li> <li>9.7. <b>inform</b> patients and care givers on personality disorders</li> <li>9.8. <b>schedule</b> follow-up process</li> <li>9.9. <b>refer</b> to specialist when necessary</li> </ol>
	10. <b>handle</b> 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 Zahmacioğlu	Lecture Normal Development In Adolescence Oğuzhan Zahmacioğlu	Lecture Anxiety Disorders Oğuzhan Zahmacioğlu	Lecture Child Abuse and Neglect Oğuzhan Zahmacioğlu	Assessment Session
10.00- 10.50	Lecture Assessing Families Oğuzhan Zahmacioğlu	Lecture Attention Deficit Hyperactivity Disorder Oğuzhan Zahmacioğlu	Lecture Autism Spectrum Disorders Oğuzhan Zahmacioğlu	Lecture Pharmacologic Treatments Oğuzhan Zahmacioğlu	
11.00-11.50	Lecture Understanding Normal and Deviant Mental Development Oğuzhan Zahmacioğlu	Lecture Mood Disorders in Childhood and Adolescence Oğuzhan Zahmacioğlu	Lecture Intellectual Disability Oğuzhan Zahmacioğlu	Lecture Psychotherapies Oğuzhan Zahmacioğlu	
12.00- 12.50	Lunch	Lunch	Lunch	Lunch	Lunch
13.00- 13.50	Clinical experience (Outpatient) Oğuzhan Zahmacioğlu	Clinical experience (Outpatient) Oğuzhan Zahmacioğlu	Clinical experience (Outpatient) Oğuzhan Zahmacioğlu	Clinical experience (Outpatient) Oğuzhan Zahmacioğlu	Program Evaluation Session Review of the Exam Questions, Evaluation of the Program Oğuzhan Zahmacioğlu
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.**  
**Başar Atalay, MD Prof.**  
**M. Volkan Harput, MD Assist. Prof.**  
**C. Kaan Yaltırık, MD Assist. Prof.**

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

## ASSESSMENT TABLE

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

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



**Week 1**

	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
09.00- 09.50	Introductory Session (Introduction to Neurosurgery) <b>Başar Atalay</b>	Grand Round	Grand Round	Grand Round	Grand Round
10.00- 10.50	Lecture Neurological Examination <b>Kaan Yaltirik</b>	Lecture Intracranial Hypertension <b>Volkan Harput</b>	Lecture Head Trauma <b>Kaan Yaltirik</b>	Lecture Subarachnoid Hemorrhage And Intracranial Aneurysm <b>M. Gazi Yaşargil</b>	Lecture Intracranial Tumors <b>Uğur Türe</b>
11.00- 11.50	Lecture Neurological Examination 2 <b>Kaan Yaltirik</b>	Lecture Hydrocephalus <b>Volkan Harput</b>	Lecture Pediatric Neurosurgery <b>Kaan Yaltirik</b>	Lecture AVM Of The Brain And Spinal Cord <b>M. Gazi Yaşargil</b>	Lecture Intracranial Tumors 2 <b>Uğur Türe</b>
12.00- 12.50	Lunch	Lunch	Lunch	Lunch	Lunch
13.00- 13.50 14.00- 14.50 15.00- 15.50	Clinical Experience (Outpatient) <b>Uğur Türe</b>	Clinical Experience (Outpatient) <b>Başar Atalay</b>	Clinical Experience (Outpatient) <b>Başar Atalay</b>	Clinical Experience (Outpatient) <b>Kaan Yaltirik</b>	Clinical Experience (Outpatient) <b>Uğur Türe</b>
16.00- 16.50 17.00-17.50	Independent Learning	Independent Learning	Independent Learning	Independent Learning	Independent Learning

**Week 2**

	Monday	Tuesday	Wednesday	Thursday	Friday
09.00- 09.50	Grand Round	Grand Round	Grand Round	Grand Round	Assessment Session
10.00- 10.50	Lecture Spinal Trauma and Spinal Cord Injury Kaan Yaltırık	Lecture Degenerative Spinal Disease Cervical Başar Atalay	Lecture Degenerative Spinal Disease Thoracolumbar Başar Atalay	Clinical Experience (Outpatient) Volkan Harput	
11.00- 11.50	Journal Club Volkan Harput Kaan Yaltırık	Lecture Nerve Entrapment Syndromes Başar Atalay	Lecture Spinal Tumors Başar Atalay	Clinical Experience (Outpatient) Volkan Harput	
12.00- 12.50	Lunch	Lunch	Lunch	Lunch	Lunch
13.00- 13.50	Student Seminar Volkan Harput	Student Seminar Kaan Yaltırık	Student Seminar Kaan Yaltırık	Independent Learning	Program Evaluation Session Review of the Exam Questions Evaluation of the Program Kaan Yaltırık Volkan Harput Başar Atalay Uğur Türe
14.00- 14.50					
15.00- 15.50					
16.00- 16.50	Independent Learning	Independent Learning	Independent Learning		
17.00-17.50					

# NEUROLOGY TRAINING PROGRAM

(3 Weeks)

## YEDİTEPE UNIVERSITY HOSPITAL

Head of the Department of Neurology: Berrin Aktekin, MD Prof.

Burcu Uğurel, MD Assoc. Prof.

&

## FATİH SULTAN MEHMET TRAINING AND RESEARCH HOSPITAL

Chief of Neurology Department: Eren Özgörke, MD Assoc. Prof.

Pelin Ak, MD

Nüket Manukyan, MD

Gökçen Akar Öztürk, MD

Işıl Kalyoncu Aslan, MD

CLERKSHIP	NEUROLOGY <i>Aim of this clerkship is to;</i>
AIM	<ol style="list-style-type: none"> <li><b>equip</b> students <i>with</i> necessary knowledge, skills and attitudes to recognize pathology, symptomatology and clinical properties of clinical conditions related to neurology,</li> <li><b>equip</b> students <i>with</i> necessary knowledge, skills and attitudes to initiate neurologic medical treatment in emergency cases, and to refer patients to specialized medical departments</li> </ol>
<i>At the end of this term, student should be able to:</i>	
KNOWLEDGE	<ol style="list-style-type: none"> <li><b>describe</b> clinical presentations of clinical conditions related to neurology (<i>headache, demyelinating diseases, movement disorders, dementia, epilepsy, sleep disorders, cerebrovascular diseases, muscle disorders, peripheral nerve and spinal cord diseases</i>)</li> <li><b>explain</b> early interventions in clinical conditions related to neurology</li> <li><b>explain</b> prognosis of clinical conditions related to neurology</li> <li><b>recognize</b> drugs which should not be used in neurological diseases</li> </ol>
SKILLS	<ol style="list-style-type: none"> <li><b>take</b> relevant medical history of clinical conditions related to neurology</li> <li><b>make</b> neurological examination</li> <li><b>apply</b> examinations to make differential diagnosis (<i>to exclude cardiac and metabolic pathologies</i>)</li> <li><b>design</b> initial interventions to keep blood pressure in normal limits or to stop drugs in use in stroke patients with hypertension</li> <li><b>evaluate</b> Glasgow coma scoring of unconscious patients</li> <li><b>plan</b> and <b>request</b> medical tests to investigate etiology of unconsciousness</li> </ol>
ATTITUDES	<ol style="list-style-type: none"> <li><b>be aware of</b> importance of differentiation of neurological complaints</li> <li><b>prioritize</b> urgent examinations</li> <li><b>value</b> early invention</li> <li><b>support</b> patients with information for protective measures</li> <li><b>warn</b> patients for drugs which should not be used in neurological diseases</li> </ol>
COMPETENCIES	<ol style="list-style-type: none"> <li><b>start</b> urgent medical interventions in neurological emergencies (<i>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</i>)</li> <li><b>make</b> patient referrals to appropriate specialized medical departments</li> <li><b>make</b> basic treatment of patients with chronic neurological conditions (<i>following hydration situation of immobile patients, nourishment of patients, preventing of decubitus, checking drug convergence of patients and giving information</i>)</li> </ol>

## ASSESSMENT TABLE

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

<b>Questions Types (Pencil-Paper Tests)</b>	<b>Proportion (in Pencil-Paper Tests)</b>
Multiple Choice Questions	50%
Extended Matching Questions	20%
Key Features	15%
Essay Questions	15%
<b>Total</b>	<b>100 %</b>
<b>Other Assessment Methods and Tools</b>	<b>Proportion (in Pass/Fail Decision)</b>
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%
<b>Total</b>	<b>40 %</b>
<b>Pass/Fail Decision</b>	<b>Proportion (in Pass/Fail Decision)</b>
Pencil-Paper Tests	60%
Other Assessments Methods and Tools	40%
<b>Total</b>	<b>100 %</b>

**Week 1**

	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
08.30-09.20	Introductory Session (Introduction to Neurology) <i>Eren Gözke</i>	Ward Round	Lecture Coma <i>Nüket Manukyan</i>	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 <i>Pelin Ak</i>	Lecture Coma <i>Nüket Manukyan</i>	Lecture Multiple Sclerosis <i>Eren Gözke</i>	Ward Round
11.30-12.20	Ward Round	Lecture Semiology <i>Pelin Ak</i>	Ward Round	Lecture Multiple Sclerosis <i>Eren Gözke</i>	Ward Round
12.30-13.30	Lunch	Lunch	Lunch	Lunch	Lunch
13.30-14.20	Lecture Motor Neuron Disorders <i>Gökçen Akar Öztürk</i>	Case Presentation <i>Eren Gözke</i>	Clinical Experience (inpatient) <i>Eren Gözke</i>	Case Presentation <i>Eren Gözke</i>	Journal Club
14.30-15.20	Lecture Motor Neuron Disorders <i>Gökçen Akar Öztürk</i>	Case Presentation <i>Eren Gözke</i>	Clinical Experience (inpatient) <i>Eren Gözke</i>	Case Presentation <i>Eren Gözke</i>	Ward Round
15.30-16.20	Clinical Experience (inpatient) <i>Eren Gözke</i>	Case Presentation <i>Eren Gözke</i>	Clinical Experience (inpatient) <i>Eren Gözke</i>	Case Presentation <i>Eren Gözke</i>	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 <i>Burcu Örmeci</i>	Lecture Infections of CNS <i>Burcu Örmeci</i>	Ward Round	Ward Round	Lecture Sleep Disorders <i>Burcu Örmeci</i>
09.30-10.20	Lecture Dementia <i>Burcu Örmeci</i>	Lecture Infections of Nervous Systems <i>Burcu Örmeci</i>	Lecture Epilepsy <i>Berrin Aktekin</i>	Lecture Spinal Cord Diseases <i>Berrin Aktekin</i>	Lecture Sleep Disorders <i>Burcu Örmeci</i>
10.30-11.20	Lecture Headache <i>Burcu Örmeci</i>	Lecture Movement Disorders <i>Burcu Örmeci</i>	Lecture Epilepsy <i>Berrin Aktekin</i>	Lecture Spinal Cord Diseases <i>Berrin Aktekin</i>	Lecture Muscle Diseases <i>Berrin Aktekin</i>
11.30-12.20	Lecture Headache <i>Burcu Örmeci</i>	Lecture Movement Disorders <i>Burcu Örmeci</i>	EEG <i>Berrin Aktekin</i>	Lecture NMJ Diseases <i>Berrin Aktekin</i>	Lecture Muscle Diseases <i>Berrin Aktekin</i>
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 <i>Işıl Kalyoncu Aslan</i>	Lecture Cerebro -Vascular Diseases <i>Işıl Kalyoncu Aslan</i>	Lecture Disorders of Peripheral Nerves <i>Eren Gözke</i>	Ward Round	
11.30-12.20	Clinical Experience (inpatient) <i>Eren Gözke</i>	Clinical Experience (inpatient) <i>Eren Gözke</i>	Lecture Disorders of Peripheral Nerves <i>Eren Gözke</i>	Clinical Experience (Out-Patient)	
12:30-13:30	Lunch	Lunch	Lunch	Lunch	Lunch
13.30-14.20	Clinical Skills Learning (Bed Side Examination) <i>Eren Gözke</i>	Clinical Skills Learning (Bed SideExamination) <i>Eren Gözke</i>	Clinical Experience (Out-Patient)	Clinical Experience (Out-Patient)	Program Evaluation Session Review of the Exam Questions, Evaluation of the Program Burcu Örmeci
14.30-15.20	Clinical Experience (Out-Patient)	Clinical Experience (Out-Patient)			
15.30-16.20	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 HOSPITAL

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

Clerkship Training Coordinator: Vildan Öztürk, MD Assist. Prof.

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 Ophthalmologist

CLERKSHIP	OPHTHALMOLOGY <i>Aim of this clerkship is to;</i>
AIM	1. <b>convey</b> necessary knowledge on pathology, symptomatology, clinics and pharmacology of eye diseases
<i>At the end of this term, student should be able to:</i>	
KNOWLEDGE	1. <b>describe</b> anatomy of eye and appendages and orbit,
	2. <b>classify</b> refractive errors and different methods of treatment
	3. <b>describe</b> 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. <b>describe</b> signs and symptoms of different lenticular diseases including cataracts, indications and methods of surgical treatments,
	5. <b>explain</b> mechanisms of occurrence, diagnostic and treatment methods and pharmacology of various glaucoma types,
	6. <b>classify</b> uveitis syndromes with respect to affected anatomical sites, signs and symptoms and <b>describe</b> different treatment options
	7. <b>describe</b> mechanisms of occurrence, signs and symptoms, methods of examination and ancillary tests, and treatment options of vascular and age related diseases of retina,
	8. <b>describe</b> pathophysiology, risk factors, signs and symptoms, preventive measures and different treatment methods of retinal detachment,
	9.1. <b>describe</b> signs, symptoms and examination methods of neuroophthalmological diseases,
	9.2. <b>interpret</b> relationship with neurological diseases and anatomical locations of lesions.
	10. <b>describe</b> signs, symptoms and examination methods of pediatric ophthalmological diseases and strabismus types and <b>classify</b> the treatment options
SKILLS	1. <b>Visual Acuity</b> ; Measure and record near visual acuity in an adult with near correction and understand principles of distance acuity measurement in adults and children 2. <b>Pupillary Reaction Testing</b> ; Student should be able to measure the pupillary size and assess the direct, consensual pupillary reaction and relative afferent pupillary defect (RAPD).



	<p>3. <b><u>Ocular Motility Testing</u></b>: Student should be able to assess ocular motility in the six primary directions.</p> <p>4. <b><u>Direct Ophthalmoscopy</u></b>: 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.</p> <p>5. <b><u>Putting In Eye Drops and Pupillary Dilatation Putting In Eye Drops and Pupillary Dilatation</u></b>: 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.</p> <p>6. <b><u>Confrontation Field Testing</u></b>: Student should be able to perform the technique for determination of confrontation of visual field.</p> <p>7. <b><u>Upper Lid Eversion</u></b>: Student should be able to evert the upper lid to examine for foreign bodies.</p> <p>8. <b><u>Irrigation of eyes</u></b>: Student should be able perform copious irrigation of eyes, fornices as an emergent treatment in case of chemical burns.</p>
<b>ATTITUDES</b>	<b>value</b> impact of eyes diseases on personal health,
<b>COMPETENCIES</b>	<p>1. <b>differentiate</b> eye diseases</p> <p>2.1 <b>judge</b> systemic conditions to refer patients to ophthalmologists,  2.2 <b>schedule</b> intervals for routine eye examinations for different age groups,  2.3 <b>direct</b> patients to ophthalmologist</p> <p>3. <b>manage</b> and <b>perform</b> urgent interventions in cases of eye trauma and chemical burns</p>

Ophthalmology clerkship is conducted in Yeditepe University Eye Health Center, Balmumcu for three weeks. During this period students will be attending lectures, invited speakers' lectures, patient examinations, grand rounds, case presentations, operating rooms, workshops, discussion classes as well as student seminars and independant study hours.

The first day students will be oriented by the ophthalmologist in charge. The last day, after the exam, the exam questions and the clerkship will be evaluated with students by the ophthalmologist in charge or the examiners. Detailed schedule will be given to students on the first day of clerkship.

## ASSESSMENT TABLE

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

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

**Week 1**

	Monday	Tuesday	Wednesday	Thursday	Friday
09.00- 09.50	Introductory Session (Introduction to Ophthalmology)	Clinical Experience* (Outpatient)	Clinical Experience* (Outpatient)	Clinical Experience* (Outpatient)	Clinical Experience* (Outpatient)
10.00- 10.50 11.00-11.20	Clinical Experience* (Outpatient)				
11.30- 12.00		Student Group Study**	Student Group Study**	Student Group Study**	Student Group Study**
12.00- 12.50	Lunch	Lunch	Lunch	Lunch	Lunch
13.00- 13.50	Lecture*** Anatomy1 Muhsin Altunsoy	Lecture*** Refractive Errors Şule Ziylan	Lecture*** Contact Lens and Refractive Surgery Vildan Öztürk	Lecture*** Methods of Examination Muhsin Altunsoy	Lecture*** Macular Degeneration and Hereditary Retinal Dystrophies Sinan Tatlıpınar
14.00- 14.50	Lecture*** Anatomy 2 Muhsin Altunsoy	Clinical Experience* (Outpatient)	Lecture*** Tear Film and Lacrimal Apparatus İlke Bahçeci Şimşek	Lecture*** Uveal Tract Muhsin Altunsoy	Clinical Experience* (Outpatient)
15.00- 15.50	Clinical Experience* (Outpatient)		Clinical Experience* (Outpatient)	Clinical Experience* (Outpatient)	
16.00- 16.50	Independent Learning	Independent Learning	Independent Learning	Independent Learning	Independent Learning
17.00-17.50					

**Week 2**

	Monday	Tuesday	Wednesday	Thursday	Friday
09.00- 09.50	Clinical Experience* (Outpatient)	Clinical Experience* (Outpatient)	Clinical Experience* (Outpatient)	Clinical Experience* (Outpatient)	Clinical Experience* (Outpatient)
10.00- 10.50					
11.00-11.20					
11.30- 12.00	Student Group Study**	Student Group Study**	Student Group Study**	Student Group Study**	Student Group Study**
12.00- 12.50	Lunch	Lunch	Lunch	Lunch	Lunch
13.00- 13.50	Lecture*** Retinal Detachment and Intraocular Tumours Sinan Tatlıpınar	Lecture*** Retinal Vascular Diseases Sinan Tatlıpınar	Lecture*** Conjunctiva Vildan Öztürk	Lecture*** Lids and Orbit İlke Bahçeci Şimşek	Lecture*** Glaucoma B. Ilgaz Yalvaç
14.00- 14.50	Clinical Experience* (Outpatient)	Clinical Experience* (Outpatient)	Lecture*** Cornea Vildan Öztürk	Lecture*** Diseases of the Lens R. Beril Küçümen	Clinical Experience* (Outpatient)
15.00- 15.50		Clinical Experience* (Outpatient)	Clinical Experience* (Outpatient)	Clinical Experience* (Outpatient)	
16.00- 16.50	Independent Learning	Independent Learning	Independent Learning	Independent Learning	Independent Learning
17.00-17.50					

**Week 3**

	Monday	Tuesday	Wednesday	Thursday	Friday
09.00- 09.S0	Clinical Experience* (Outpatient)	Clinical Experience* (Outpatient)	Clinical Experience* (Outpatient)	Clinical Experience* (Outpatient)	Independent Learning
10.00- 10.S0					
11.00-11.20					Assessment Session Written Exam
11.30- 12.00	Student Group Study**	Student Group Study**	Student Group Study**	Student Group Study**	
12.00- 12.50	Lecture*** Pediatric Ophthalmology Şule Ziyilan	Lecture*** Neuro-Ophthalmology B. Ilgaz Yalvaç	Lecture*** Red Eye B. Ilgaz Yalvaç	Lecture*** Trauma and Emergency in Ophthalmology R. Beril Küçümen	Lunch
13.00- 13.50	Lunch	Lunch	Lunch	Lunch	Assessment Session Oral Exam
14.00- 14.S0	Lecture*** Strabismus Şule Ziyilan	Clinical Experience* (Outpatient)	Clinical Experience* (Outpatient)	Clinical Experience* (Outpatient)	
15.00- 15.50	Clinical Experience* (Outpatient)				Program Evaluation Session Review of the Exam Questions, Evaluation of the Program (Ophthalmologist in charge)
16.00- 16.50	Independent Learning	Independent Learning	Independent Learning	Independent Learning	
17.00-17.50					

\*The schedule of clinics that students are assigned will be announced during introductory session.

\*\*During group study hours students will be presenting the previous day's lecture to each other respectively, 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.  
Rasim Yılmaz, MD Assist. Prof  
Zeynep Gülapoğlu (Educational Audiologist)

CLERKSHIP	OTORHINOLARYNGOLOGY <i>Aim of this clerkship is to;</i>
AIM	<ol style="list-style-type: none"> <li><b>convey</b> necessary knowledge on historical development of otorhinolaryngology, current and future applications of diagnostic and treatment methods,</li> <li><b>convey</b> necessary knowledge on clinical conditions related to otorhinolaryngology (<i>head and neck oncology, rhinology, laryngology, otology, facial plastic and reconstructive surgery, voice and speech disorders, neuro-otology, audiology and hearing sciences, vestibular system, congenital and genetic diseases, head and neck cancers, allergic and immunologic diseases</i>),</li> <li><b>equip</b> students <b>with</b> knowledge, skills and attitudes required to manage clinical conditions related to otorhinolaryngology at primary care setting</li> </ol>
	<i>At the end of this term, student should be able to:</i>
	<ol style="list-style-type: none"> <li><b>describe</b> external, middle and inner ear diseases</li> <li><b>explain</b> tinnitus, hearing loss and balance problems</li> <li><b>explain</b> basics of inner and external implant application and purpose</li> <li><b>distinguish</b> between benign and malignant tumors at basic level in oropharyngeal diseases</li> <li><b>distinguish</b> between benign and malignant tumors at basic level in nasopharyngeal diseases</li> <li><b>describe</b> diagnosis and medical treatment of paranasal sinus diseases</li> <li><b>explain</b> interventions to otorhinolaryngological emergencies</li> <li><b>describe</b> diseases related to adenoid and tonsillar tissue</li> <li><b>describe</b> diagnosis and treatment of salivary gland diseases</li> <li><b>explain</b> assessment of laryngeal diseases at basic level</li> <li><b>distinguish</b> between benign and malignant laryngeal diseases</li> <li><b>explain</b> basics of temporomandibular joint diseases</li> <li><b>explain</b> basics of maxillofacial traumas and orthognatic surgery</li> <li><b>outline</b> basics of genetic disorders related to otorhinolaryngology</li> <li><b>describe</b> interpretation of audiological and early screening tests at basic level</li> <li><b>describe</b> acoustic and psychoacoustic assessments</li> <li><b>outline</b> diseases related to smelling and tasting</li> <li><b>describe</b> stomatological diseases</li> <li><b>explain</b> basics of conventional hearing devices and their indications for use</li> <li><b>describe</b> basics and medical treatment of laryngopharyngeal reflux</li> </ol>

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

## ASSESSMENT TABLE

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

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



**Week 1**

	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
09.00-09.50	<b>Introductory Session</b> (Introduction to ENT) <i>Yavuz Selim Pata</i>	<b>Lecture</b> Acute Otitis Media <i>İlhan Topaloğlu</i>	<b>Lecture</b> Hearing Loss <i>Müzeyyen Doğan</i>	<b>Lecture</b> Vertigo and Tinnitus <i>Rasim Yilmazer</i>	<b>Lecture</b> Diseases of the Oral Cavity and Oropharynx <i>Rasim Yilmazer</i>
10.00 -10.50	<b>Lecture</b> Anatomy and Physiology of the Ear <i>Müzeyyen Doğan</i>	<b>Lecture</b> Chronic Otitis Media <i>İlhan Topaloğlu</i>	<b>Lecture</b> Hearing Loss <i>Müzeyyen Doğan</i>	<b>Lecture</b> Vertigo and Tinnitus <i>Rasim Yilmazer</i>	<b>Lecture</b> Diseases of the Oral Cavity and Oropharynx <i>Rasim Yilmazer</i>
11.00 -11.50	<b>Clinical Experience (Outpatient)</b> <i>Müzeyyen Doğan</i>	<b>Clinical Experience (Outpatient)</b> <i>İlhan Topaloğlu</i>	<b>Clinical Experience (Outpatient)</b> <i>Müzeyyen Doğan</i>	<b>Clinical Experience (Outpatient)</b> <i>Müzeyyen Doğan</i>	<b>Clinical Experience (Outpatient)</b> <i>İlhan Topaloğlu</i>
12.00 -12.50	<b>Luch</b>	<b>Luch</b>	<b>Luch</b>	<b>Luch</b>	<b>Luch</b>
13.00 -13.50	<b>Clinical Experience (Outpatient)</b> <i>Müzeyyen Doğan</i>	<b>Clinical Experience (Outpatient)</b> <i>İlhan Topaloğlu</i>	<b>Clinical Experience (Outpatient)</b> <i>Müzeyyen Doğan</i>	<b>Clinical Experience (Outpatient)</b> <i>Müzeyyen Doğan</i>	<b>Clinical Experience (Outpatient)</b> <i>İlhan Topaloğlu</i>
14.00 -14.50	<b>Clinical Experience (Outpatient)</b> <i>Müzeyyen Doğan</i>	<b>Clinical Experience (Outpatient)</b> <i>İlhan Topaloğlu</i>	<b>Clinical Experience (Outpatient)</b> <i>Müzeyyen Doğan</i>	<b>Clinical Experience (Outpatient)</b> <i>Müzeyyen Doğan</i>	<b>Clinical Experience (Outpatient)</b> <i>İlhan Topaloğlu</i>
15:00 17:50	<b>Independent Learning</b>	<b>Independent Learning</b>	<b>Independent Learning</b>	<b>Independent Learning</b>	<b>Independent Learning</b>

**Week 2**

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

**Week 3**

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

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

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

**Week 1**

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

**Week 2**

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

**Week 3**

	Monday	Tuesday	Wednesday	Thursday	Friday
09.00- 09.50	<b>Clinical Experience (Outpatient)</b> Oktay Taşkapan Asuman Cömert Erkılıñ Özlem Akın	<b>Lecture</b> Treatment Modalities in Dermatology Asuman Cömert Erkılıñ	<b>Independent Learning</b>	<b>Independent Learning</b>	<b>Assessment Session</b>
10.00- 10.50					
11.00- 11.50					
12.00- 12.50	<b>Lunch</b>	<b>Lunch</b>	<b>Lunch</b>	<b>Lunch</b>	<b>Lunch</b>
13.00- 13.50	<b>Lecture</b> Adverse Cutaneous Reactions to Drugs Oktay Taşkapan	<b>Clinical Experience (Outpatient)</b> Oktay Taşkapan Asuman Cömert Erkılıñ Özlem Akın	<b>Lecture</b> Melanocytic Naevi and Neoplasms Özlem Akın	<b>Independent Learning</b>	<b>Program Evaluation Session</b> Review of Exam Questions, Evaluation of the Program
14.00- 14.50					
15.00- 15.50	<b>Lecture</b> Connective Tissue Diseases Oktay Taşkapan		<b>Lecture</b> Cutaneous Tuberculosis and Leprosy Özlem Akın		
16.00- 16.50					
17.00-17.50	<b>Independent Learning</b>	<b>Independent Learning</b>			



**PHYSICAL MEDICINE AND REHABILITATION TRAINING PROGRAM**  
**(2 Weeks)**  
**YEDİTEPE UNIVERSITY HOSPITAL**

Head of the Department of Physical Medicine and Rehabilitation: Ece Aydoğ, MD Prof.

&  
**FATİH SULTAN MEHMET TRAINING AND RESEARCH HOSPİTAL**

Pınar Akpınar, MD (Chief Assistant)

CLERKSHIP	PHYSICAL MEDICINE and REHABILITATION <i>Aim of this clerkship is to;</i>
AIM	<ol style="list-style-type: none"> <li>1. <b>convey</b> necessary knowledge on pathology, symptomatology, clinical findings and treatment of musculoskeletal system diseases,</li> <li>2. <b>equip</b> students <b>with</b> basic knowledge, skills and attitudes on rehabilitation medicine,</li> <li>3. <b>equip</b> students <b>with</b> general approach to patients with physical disabilities.</li> </ol>
<i>At the end of this term, student should be able to:</i>	
KNOWLEDGE	1.1. <b>explain</b> etiopathogenesis of degenerative joint diseases,
	1.2. <b>describe</b> general treatment approaches
	2.1. <b>explain</b> etiopathogenesis of inflammatory joint diseases,
	2.2. <b>describe</b> general treatment approaches
	3. <b>explain</b> etiopathogenesis of osteoporosis and metabolic bone disease, osteoporosis risk factors, prevention and treatment of osteoporosis
	4. <b>explain</b> pathophysiology of pain, pain assessment, and medical treatment or physiotherapy of different types of pain.
	5. <b>describe</b> approach to patients with physical disabilities,
	6. <b>classify</b> etiology and principles of general rehabilitation of stroke and other neurologic disorders.
	7.1. <b>discriminate</b> early and late period complications of spinal cord injuries,
	7.2. <b>describe</b> treatment
SKILLS	8. <b>evaluate</b> radiology of spine and joints in musculoskeletal system diseases.
	9. <b>describe</b> physical therapy agents used in rehabilitation and their indications and contraindications.
	10.1. <b>describe</b> symptoms and signs of peripheral nerve injuries, polyneuropathies,
	10.2. <b>explain</b> rehabilitation principles of peripheral nerve injuries and treatment approaches.
	11.1. <b>perform</b> relevant history taking from patient with musculoskeletal system disorder
	11.2. <b>do</b> musculoskeletal system and neurologic examination
	12.1. <b>evaluate</b> muscle strength and spasticity,
	12.2. <b>do</b> detailed neurologic examination in patients with stroke and spinal cord injury.

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

## ASSESSMENT TABLE

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

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

**Week 1**

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

**Week 2**

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

Fatih Sultan Mehmet Training Research Hospital \*

Yeditepe University, Koşuyolu Hospital\*\*

Yeditepe University Kozyatağı Hospital \*\*\*

Yeditepe University Kozyatağı Hospital/ Fatih Sultan Mehmet Training Research 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.**  
**Ayşegül Sarsılmaz, MD Assist. Prof.**

CLERKSHIP	RADIOLOGY <i>Aim of this clerkship is to;</i>
AIM	<ol style="list-style-type: none"> <li><b>equip</b> students with necessary knowledge and skills to recognize indications of basic and most commonly used radiological modalities,</li> <li><b>equip</b> students with necessary knowledge and skills to evaluate results of basic and most commonly used radiological modalities</li> </ol>
<i>At the end of this term, student should be able to:</i>	
KNOWLEDGE	<ol style="list-style-type: none"> <li><b>outline</b> basic knowledge on physical principles and mechanisms of basic radiological modalities (<i>direct roentgenogram, ultrasound, computed tomography, magnetic resonance imaging</i>).</li> <li> <ol style="list-style-type: none"> <li><b>recognize</b> unwanted effects of X-ray radiation,</li> <li><b>explain</b> ways of protection</li> </ol> </li> </ol>
SKILLS	<ol style="list-style-type: none"> <li><b>choose</b> optimal radiological modality in most commonly encountered pathologies and in emergency medical conditions</li> <li> <ol style="list-style-type: none"> <li><b>identify</b> basic emergency conditions on radiological images,</li> <li><b>inform</b> responsible clinician</li> </ol> </li> </ol>

## ASSESSMENT TABLE

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

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

**Week I**

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



**Week II**

	Monday	Tuesday	Wednesday	Thursday	Friday
09.00- 09.50	<b>Lecture</b> Imaging of Musculoskeletal System II <i>Neslihan Taşdelen</i>	<b>Lecture</b> Breast Imaging <i>Ayşegül Sarsılmaz</i>	<b>Lecture</b> Vascular Imaging <i>Melih Topçuoğlu</i>	<b>Assessment Session</b> (Oral Examination)	<b>Assessment Session</b> (Written Examination)
10.00- 10.50	<b>Lecture</b> Imaging of Musculoskeletal System II <i>Neslihan Taşdelen</i>	<b>Lecture</b> Imaging of Head&Neck <i>Ayşegül Sarsılmaz</i>	<b>Lecture</b> Vascular Interventions <i>Başar Sarıkaya</i>		
11.00- 11.50	<b>Lecture</b> Imaging of Musculoskeletal System II <i>Neslihan Taşdelen</i>	<b>Lecture</b> Spinal Imaging <i>Ayşegül Sarsılmaz</i>	<b>Lecture</b> Nonvascular Interventions <i>Başar Sarıkaya</i>		
12.00- 13.50	<b>Lunch</b>	<b>Lunch</b>	<b>Lunch</b>	<b>Lunch</b>	<b>Lunch</b>
14.00- 14.50	<b>Clinical Skills Training</b> Advanced MRI and CT Techniques and Postprocessing <i>Zeynep Fırat</i>	<b>Discussion / Journal Club (Large Group)</b> <i>Emrah Karatay / Melih Topçuoğlu</i>	<b>Independent Learning</b>	<b>Independent Learning</b>	<b>Program Evaluation Session</b> Review of the Exam Questions, Evaluation of the Program <i>Head of Clearship</i>
15.00- 15.50					
16.00- 17.50	<b>Independent Learning</b>	<b>Independent Learning</b>			

## NUCLEAR MEDICINE TRAINING PROGRAM

(1 week)

### YEDİTEPE UNIVERSITY HOSPITAL

Head of the Department of Radiology: Nalan Alan Selçuk, MD Assoc. Prof.

Emre Demirci, MD.

Türkey Toklu, Ph.D.

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

## ASSESSMENT TABLE

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

<b>Questions Types (Pencil-Paper Tests)</b>	<b>Proportion (in Pencil-Paper Tests )</b>
Multiple Choice Questions	60%
Essay Questions	10%
Modified Essay Questions	10%
Short Response Essay Questions	20%
<b>Total</b>	<b>100 %</b>
<b>Other Assessment Methods and Tools</b>	<b>Proportion (in Other Assessments Methods and Tools)</b>
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%
<b>Total</b>	<b>100 %</b>
<b>Pass/Fail Decision</b>	<b>Proportion (in Pass/Fail Decision)</b>
Pencil-Paper Tests	70%
Other Assessments Methods and Tools	30%
<b>Total</b>	<b>100%</b>

**Week 1**

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

## **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.**

## ASSESSMENT TABLE

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

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

**Week 1**

	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>10:00-10:40</b>	<b>Introductory Session</b> Introduction and Radiation Oncology Terminology Cengiz Gemici	<b>Lecture</b> Radiation Treatment Procedure Beyhan Ceylaner Bıçakçı	<b>Lecture</b> Breast Cancer Sevgi Özden	<b>Lecture</b> Lung Cancer Cengiz Gemici	<b>Assessment Session</b> Gökhan Yaprak
<b>10:50-11:30</b>	<b>Lecture</b> Radiation Physics Hüsyin Tepetam	<b>Lecture</b> Head and Neck Cancer Fatih Demircioğlu	<b>Lecture</b> Gastrointestinal Cancers Gökhan Yaprak	<b>Lecture</b> Brain Tumors Naciye Işık	Program Evaluation Session Review of the Exam Questions Evaluation of the Program Cengiz Gemici
<b>11:40-12:20</b>	<b>Lecture</b> Radiation Biology Şule Gül Karabulut	<b>Lecture</b> Radiation Techniques Cengiz Gemici	<b>Lecture</b> Gynecologic Cancers Duygu Gedik	<b>Lecture</b> Urinary System Cancers Gökhan Yaprak	
<b>12:30-13:50</b>	<b>Lunch</b>	<b>Lunch</b>	<b>Lunch</b>	<b>Lunch</b>	
<b>14.00-15.00</b>	Clinical Experience Beyhan Ceylaner Bıçakçı	Clinical Experience Sevgi Özden	Clinical Experience Gökhan Yaprak	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.

Ferdi Menda, MD Assoc. Prof.

Sevgi Bilgen, MD Assist. Prof.

Özgül Keskin, MD Assist. Prof.

Neslihan Uztüre, MD Assist. Prof.

Nurcan Kızılcık, MD Assist. Prof.

CLERKSHIP	ANESTHESIOLOGY AND REANIMATION <i>Aim of this clerkship is to;</i>
AIM	<ol style="list-style-type: none"> <li>1. <b>convey</b> necessary knowledge on anesthesia and anesthesia methods, pharmacologic properties of anesthetic agents and their clinical practice.</li> <li>2. <b>equip</b> students <b>with</b> skills and attitudes required to manage patients in intensive care unit.</li> </ol>
<i>At the end of this term, student should be able to:</i>	
KNOWLEDGE	1. <b>define</b> anesthesia and explain theory of anesthesia.
	2. <b>define</b> anesthetic agents and their pharmacologic properties.
	3. <b>describe</b> anesthesia methods and practices.
	4. <b>evaluate</b> anatomy of airway
	5. <b>list</b> airway management equipment
SKILLS	6. <b>use</b> transport ventilator
	7. <b>manage</b> airway ( <i>face mask ventilation, mayo tube -guide airway-insertion, laryngeal mask airway insertion</i> ).
	8. <b>do</b> endotracheal intubation on proper patient or on training model.
	9. <b>perform</b> cardiopulmonary resuscitation.
	10. <b>practice</b> hemodynamic monitoring
	11. <b>analyze</b> hemodynamic monitoring.
ATTITUDES	12. <b>be prepared</b> for cardiopulmonary resuscitation process
	13. <b>follow</b> clinical reflections of anesthetic drugs
	14. <b>analyze</b> which situations and patients require intensive care unit.
	15. <b>hold</b> confidentiality of patients
COMPETENCIES	16. <b>practice</b> basic life support



## ASSESSMENT TABLE

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

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

## Anesthesiology and Reanimation Clerkship

### Week 1

	Monday	Tuesday	Wednesday	Thursday	Friday
08.30-12.30	<b>Introductory Session</b> (Introduction to Anesthesia) Özge Köner	<b>Clinical Experience</b> (Inpatient/Outpatient)	<b>Clinical Experience</b> (Inpatient/Outpatient)	<b>Clinical Experience</b> (Inpatient/Outpatient)	<b>Clinical Experience</b> (Inpatient/Outpatient)
12.30-13.50	<b>Lunch</b>	<b>Lunch</b>	<b>Lunch</b>	<b>Lunch</b>	<b>Lunch</b>
14.00-14.50	<b>Lecture</b> Introduction to General Anesthesia Özge Köner	<b>Lecture</b> Anaphylaxis Ferdî Menda	<b>Lecture</b> Coma / Brain Death Sevgi Bilgen	<b>Lecture</b> Acid-Base Disorders and Arterial Blood Gas Evaluation-I Özge Köner	<b>Lecture</b> Basic Life Support Sibel Temür
15.00-15.50	<b>Lecture</b> Fluid-Electrolyte Balance Özge Köner	<b>Lecture</b> Pain Ferdî Menda	<b>Lecture</b> Sepsis Sibel Temür	<b>Lecture</b> Acid-Base Disorders and Arterial Blood Gas Evaluation-II Özge Köner	<b>Lecture</b> Advanced Life Support Sibel Temür
16.00- 16.50	<b>Independent Learning</b>	<b>Independent Learning</b>	<b>Independent Learning</b>	<b>Independent Learning</b>	<b>Independent Learning</b>
17.00-17.50					

Week II					
	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	Lecture Drowning and Near Drowning Özgül Keskin	Clinical Experience (inpatient/outpatient)	Assessment Session
15.00-15.50	Lecture Shock Sevgi Bilgen	Lecture Thermoregulation Neslihan Uztüre	Lecture Blood Transfusion and Complications Ferdi Menda	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					

**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 <i>Aim of this clerkship is to;</i>
AIM	<ol style="list-style-type: none"> <li>1. <b>convey</b> necessary knowledge on symptomatology, clinical features and pathology of urinary and genital system disorders,</li> <li>2. <b>equip</b> students <b>with</b> knowledge, skills and attitudes required to manage clinical conditions related to urology at primary care setting</li> </ol>
<i>At the end of this term, student should be able to:</i>	
KNOWLEDGE	1. <b>explain</b> mechanisms for urine formation and renal hemodynamics.
	2. <b>describe</b> urgent urological disorders
	3. <b>describe</b> disorders of kidney, ureter and bladder
	4. <b>describe</b> genital system disorders of male
	5. <b>describe</b> male sexual and reproductive system disorders
	6. <b>explain</b> underlying reasons and pathologies of female incontinence
	7. <b>evaluate</b> urinary system pathologies
SKILLS	8. <b>make</b> physical examination of male urogenital system, female urinary system and female continence
	9. <b>interpret</b> results of laboratory and radiological examinations related to urologic disorders
	10. <b>perform</b> attachment of urethral catheter for male and female
COMPETENCIES	11. <b>manage</b> urgent urological and urogenital diseases

## ASSESSMENT TABLE

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

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

**Week 1**

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

**Week 2**

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

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

**YEDİTEPE UNIVERSITY HOSPITAL**

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



**Infectious Diseases and Clinical Microbiology Clerkship (IDCM)**  
**Week I**

	Monday	Tuesday	Wednesday	Thursday	Friday
09.00- 09.50	<b>Clinical Experience (Outpatient)</b> <i>Serpil Erol</i> <b>Clinical Experience (Inpatient)</b> <i>Serpil Erol</i>	<b>Clinical Experience (Outpatient)</b> <i>Serpil Erol</i> <b>Clinical Experience (Inpatient)</b> <i>Serpil Erol</i>	<b>Laboratory Experience</b> <i>Çağatay Acuner (Group I)</i> <b>Clinical Experience (Inpatient)</b> <i>Serpil Erol (Rest of the Group)</i>	<b>Laboratory Experience</b> <i>Çağatay Acuner (Group II)</i> <b>Clinical Experience (Inpatient)</b> <i>Serpil Erol (Rest of the Group)</i>	<b>Laboratory Experience</b> <i>Çağatay Acuner (Group III)</i> <b>Clinical Experience (Inpatient)</b> <i>Serpil Erol (Rest of the Group)</i>
10.00- 10.50					
11.00- 11.50					
12.00- 12.50	Lunch	Lunch	Lunch	Lunch	Lunch
13.00- 13.50	<b>Introductory Session</b> (Introduction to Idcm) <i>Meral Sönmezoğlu</i>	<b>Lecture</b> Gastroenteritidis and Food Poisoning <i>A.Çağrı Büke</i>	<b>Lecture</b> Specimen Selection, Collection and Processing in Infectious Disease...	<b>Lecture</b> Sepsis <i>Meral Sönmezoğlu</i>	<b>Lecture</b> Pneumonia in Immunocompetent and HIV <i>A.Çağrı Büke</i>
14.00- 14.50	<b>Lecture</b> Central Nervous System Infections <i>Meral Sönmezoğlu</i>	<b>Lecture</b> Salmonellosis <i>A.Çağrı Büke</i>	<b>Lecture</b> Direct and Indirect Diagnostic Methods in Infectious Disease	<b>Lecture</b> Rational Antibiotic Usage <i>Meral Sönmezoğlu</i>	<b>Lecture</b> Upper Respiratory Tract Infections <i>A.Çağrı Büke</i>
15.00- 15.50	<b>Lecture</b> HIV Infection and AIDS <i>Meral Sönmezoğlu</i>	<b>Lecture</b> Nosocomial Infections <i>A.Çağrı Büke</i>	<b>Lecture</b> Antimicrobial Resistance	<b>Lecture</b> Infective Endocarditis <i>Meral Sönmezoğlu</i>	<b>Lecture</b> Immunization and Prophylaxis <i>A.Çağrı Büke</i>
16.00-16.50	<b>Lecture</b> Brucellosis <i>Meral Sönmezoğlu</i>	<b>Lecture</b> FUO <i>A.Çağrı Büke</i>	Independent Learning	Independent Learning	Independent Learning
17.00-17.50	Independent Learning	Independent Learning	Independent Learning	Independent Learning	Independent Learning

**Infectious Diseases and Clinical Microbiology Clerkship (IDCM)  
Phase V Week II**

	Monday	Tuesday	Wednesday	Thursday	Friday
09.00- 09.50	<b>Laboratory Experience</b> <i>Çağatay Acuner (Group IV)</i> <b>Clinical Experience (Inpatient)</b> <i>Serpil Erol (Rest of the Group)</i>	<b>Clinical Experience (Outpatient)</b> <i>Serpil Erol</i> <b>Clinical Experience (Inpatient)</b> <i>Serpil Erol</i>	<b>Clinical Experience (Outpatient)</b> <i>Serpil Erol</i> <b>Clinical Experience (Inpatient)</b> <i>Serpil Erol</i>	<b>Clinical Experience (Outpatient)</b> <i>Serpil Erol</i> <b>Clinical Experience (Inpatient)</b> <i>Serpil Erol</i>	<b>Assessment Session</b>
10.00- 10.50					
11.00- 11.50					
12.00- 12.50	Lunch	Lunch	Lunch	Lunch	Lunch
13.00- 13.50	<b>Lecture</b> Crimean Congo Hemorrhagic Fever <i>Meral Sönmezoğlu</i>	<b>Lecture</b> Urinary Tract Infections <i>A.Çağrı Büke</i>	<b>Lecture</b> Viral Exanthems <i>Meral Sönmezoğlu</i>	Case Presentations <i>Meral Sönmezoğlu</i> <i>A.Çağrı Büke</i>	<b>Program Evaluation Session</b> Review of The Exam Questions, Evaluation of The Committee I Program <i>Head of Committee</i>
14.00- 14.50	<b>Lecture</b> Acute Viral Hepatitis <i>Meral Sönmezoğlu</i>	<b>Lecture</b> Parasitic Infections <i>A.Çağrı Büke</i>	<b>Lecture</b> Skin and Soft Tissue Infections <i>Meral Sönmezoğlu</i>	Case Presentations <i>Meral Sönmezoğlu</i> <i>A.Çağrı Büke</i>	
15.00- 15.50	<b>Lecture</b> Sterilization, Disinfection and Antisepsi <i>Meral Sönmezoğlu</i>	<b>Lecture</b> Antibiotics <i>A.Çağrı Büke</i>	Case Presentations <i>Meral Sönmezoğlu</i> <i>A.Çağrı Büke</i>	Case Presentations <i>Meral Sönmezoğlu</i> <i>A.Çağrı Büke</i>	
16.00- 16.50	Independent Learning	Independent Learning	Independent Learning	Independent Learning	Assessment Session
17.00-17.50					

## ASSESSMENT TABLE

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

<b>Questions Types (Pencil-Paper Tests)</b>	<b>Proportion (in Pass/Fail Decision)</b>
Multiple Choice Questions	60%
Extended Matching Questions	20%
Key Features	20%
<b>Total</b>	<b>100 %</b>
<b>Other Assessment Methods and Tools</b>	<b>Proportion (in Other Assessments Methods and Tools)</b>
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%
<b>Total</b>	<b>100 %</b>
<b>Pass/Fail Decision</b>	<b>Proportion (in Pass/Fail Decision)</b>
Pencil-Paper Tests	60%
Other Assessments Methods and Tools	40%
<b>Total</b>	<b>100%</b>

**PEDIATRIC SURGERY TRAINING PROGRAM  
(2 WEEKS)**

**YEDİTEPE UNIVERSITY FACULTY OF MEDICINE  
PEDIATRIC SURGERY**

**Head of the Department of Pediatric Surgery: Selami Sözübir, MD 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.**

**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	<ol style="list-style-type: none"> <li><b>equip</b> students <b>with</b> 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.</li> <li><b>equip</b> students <b>with</b> 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.</li> </ol>
At the end of this term , the students should be able to :	
KNOWLEDGE	<ol style="list-style-type: none"> <li><b>demonstrate</b> 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. <ol style="list-style-type: none"> <li>Common pediatric surgical and urological problems in the emergency department</li> <li>The "Acute Abdomen" in children (acute appendicitis, acute gastroenteritis, bowel obstruction, intussusception, malrotation and volvulus etc.)</li> <li>Hernias and common surgical problems of inguinal region inguinal</li> <li>Rectal bleeding in children (fissure-in-ano, juvenile polyp, Meckel's diverticulum, medical conditions that may cause rectal bleeding)</li> <li>Common anorectal problems</li> <li>The constipated child</li> <li>Non-bilious and bilious vomiting in children (pyloric stenosis, gastroesophageal reflux and intestinal obstructions)</li> <li>The abdominal mass and solid tumors in childhood (Wilms tumor, neuroblastoma, etc.)</li> <li>Common neonatal surgical conditions (neonatal intestinal obstruction, &amp; gastroschisis, necrotizing enterocolitis, imperforate anus, abdominal masses)</li> <li>Trauma (general approach to the multiply injured child)</li> <li>Prenatal diagnosed disease related to pediatric general and urological conditions</li> <li>Common pediatric urological conditions</li> <li>Surgical aspects in urinary tract infections in childhood</li> <li>Surgical fluid and electrolyte hemostasis</li> <li>Congenital anomalies of genito-urinary tract</li> </ol> </li> </ol>
SKILLS	<ol style="list-style-type: none"> <li><b>take</b> a relevant history.</li> <li><b>perform</b> an acceptable physical exam concentrating on the relevant areas.</li> <li><b>make</b> an appropriate differential diagnosis.</li> </ol>
ATTITUDES	<ol style="list-style-type: none"> <li><b>Be aware of</b> importance of emergency cases and congenital malformations related to pediatric surgery and urology and to refer the cases in appropriate condition.</li> </ol>
COMPETENCIES	<ol style="list-style-type: none"> <li><b>start</b> emergency and early treatment in pediatric surgical and urological cases</li> <li><b>organize</b> referral of patients</li> </ol>

**Week 1**

	Monday (YUH)	Tuesday (UH)	Wednesday (YUH)	Thursday (UH)	Friday (YUH)
9:00-10:00	<b>Introductory Session</b> <i>Dr. Selami Sözübir</i>	<b>Clinical Experience (Inpatient) and Ward Round</b>	<b>General Case Study and Approach to pediatric Surgical and Urological Cases</b> <i>Dr. Altan Alim</i>	<b>Clinical Experience (Inpatient) and Ward Round</b>	<b>Independent Learning</b>
10:15-11:00	<b>Lecture</b> Child and Surgery <i>Dr. Selami Sözübir</i>				
11:15-12:00	<b>Lecture</b> Newborn as a Surgical Patient <i>Dr. Selami Sözübir</i>				
12:00-13:00	<b>Lunch</b>	<b>Lunch</b>	<b>Lunch</b>	<b>Lunch</b>	<b>Lunch</b>
13-15-14:00	<b>Lecture</b> Biliary Atresia and Obtr. Jaundice <i>Dr. Altan Alim</i>	<b>Lecture</b> Head and Neck Pathologies <i>Dr. Nihan Ayyıldız</i>	<b>Lecture</b> Abdominal Wall Defects and Umbilical Pathologies <i>Dr. Selami Sözübir</i>	<b>Lecture</b> Acute Abdomen in Children <i>Dr. Aytekin Kaymakçı</i>	<b>Independent Learning</b>
14:15- 15:00	<b>Lecture</b> Surgical GI Bleeding in Children <i>Dr. Altan Alim</i>	<b>Lecture</b> Inguinal Pathologies of Children <i>Dr. Nihan Ayyıldız</i>	<b>Lecture</b> Trauma in Children <i>Dr. Selami Sözübir</i>	<b>Lecture</b> Surgical Pathologies of Lungs, Pleura and Diaphragm <i>Dr. Aytekin Kaymakçı</i>	
15:15- 16:00	<b>Lecture</b> Surgical GI Bleeding in Children <i>Dr. Altan Alim</i>	<b>Lecture</b> Scrotal Pathologies of Children <i>Dr. Mehmet Arpacık</i>	<b>Lecture</b> Fetal Surgery <i>Dr. Selami Sözübir</i>	<b>Lecture</b> Burns in Children <i>Dr. Zeliha Akış Tıldız</i>	

**Week 2**

	Monday (UH)	Tuesday (YUH)	Wednesday (UH)	Thursday (YUH)	Friday
9:00-10:00	<b>Clinical Experience (Inpatient) and Ward Round</b>	<b>Clinical Experience (Inpatient) and Ward Round</b>	<b>Clinical Experience (Inpatient) and Ward Round</b>	<b>Clinical Experience (Inpatient) and Ward Round</b>	Exam
10:15-11:00					
11:15-12:00					
12:00-13:00	Lunch	Lunch	Lunch	Lunch	<b>Program Evaluation Session</b> Review of the Exam Questions, Evaluation of the Program
13:15-14:00	<b>Lecture</b> GI Obstruction of Newborn <i>Dr. Ceyhan Şahin</i>	<b>Lecture</b> Nonobstructive Pediatric Urological Pathologies <i>Dr. Selami Sözübir</i>	<b>Lecture</b> Hirschsprung's Disease and Constipation <i>Dr. Ceyhan Şahin</i>	Independent Learning	
14:15- 15:00	<b>Lecture</b> GI Obstruction of Newborn <i>Dr. Ceyhan Şahin</i>	<b>Lecture</b> Obstructive Pediatric Urological Pathologies <i>Dr. Selami Sözübir</i>	<b>Lecture</b> Solid Tumors in Children <i>Dr. Zeliha Akış Yıldız</i>		
15:15- 16:00	<b>Lecture</b> Caustic Ingestions and Foreign Body Ingestions in Children <i>Dr. Mehmet Arpacık</i>	Independent Learning	<b>Lecture</b> Solid Tumors in Children <i>Dr. Zeliha Akış Yıldız</i>		

**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 <i>Aim of this clerkship is to;</i>
AIM	<ol style="list-style-type: none"> <li>1. <b>convey</b> necessary knowledge on genetic disorders, patterns of inheritance and process of syndrome diagnosis</li> <li>2. <b>equip</b> the students with knowledge, skills and attitudes required to refer patient to genetic clinic</li> </ol>
<i>At the end of this term, student should be able to:</i>	
KNOWLEDGE	<ol style="list-style-type: none"> <li>1. <b>identify</b> the most likely mode of inheritance given a straightforward pedigree</li> <li>2. <b>describe</b> the common pediatric and adult indications for referral to a genetic clinic</li> <li>3. <b>describe</b> briefly the principles of methods by which a person's DNA can be checked for a mutation</li> <li>4. <b>describe</b> the methods of prenatal diagnosis their uses and risks</li> <li>5. <b>distinguish</b> between screening and diagnosis</li> <li>6. <b>describe</b> carcinogenesis as an evolutionary process within an individual</li> <li>7. <b>define</b> oncogenes and tumor suppressor genes giving examples</li> </ol>
SKILLS	<ol style="list-style-type: none"> <li>8. <b>take</b> a family history</li> <li>9. <b>draw</b> a pedigree using correct symbols</li> <li>10. <b>identify</b> normal and simple abnormal karyotypes</li> </ol>
ATTITUDES	<ol style="list-style-type: none"> <li>11. <b>be aware</b> of importance of major and minor congenital anomalies of a patient</li> <li>12. <b>be aware</b> of importance of consanguinity</li> <li>13. <b>value</b> genetic diagnosis and counseling for patients and parents</li> </ol>
COMPETENCIES	<ol style="list-style-type: none"> <li>14. <b>distinguish</b> signs and symptoms of genetic disorder</li> <li>15. <b>refer</b> patient to genetic clinic who suspected genetic disorder</li> </ol>

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



## ASSESSMENT TABLE

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

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

**Week 1**

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

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

**YEDİTEPE UNIVERSITY FACULTY OF MEDICINE**

Head of the Department of Clinical Pharmacology: Ece Genç, PhD Prof.  
 Zafer Gören, MD Assoc. Prof.

CLERKSHIP	CLINICAL PHARMACOLOGY <i>Aim of this clerkship is to;</i>
AIM	1. <b>convey</b> necessary knowledge on rational drug use in medical practice. 2. <b>equip</b> students <b>with</b> necessary skills and attitudes required for pharmacotherapy
<i>At the end of this term, student should be able to:</i>	
KNOWLEDGE	1. <b>define</b> patient's problem
	2. <b>list</b> aims of therapy
	3. <b>list</b> effective drug groups
	4. <b>list</b> personal drugs
	5. <b>identify</b> "proper" drug according to certain criteria
SKILLS	6. <b>do</b> preparation of personal formulary
	7. <b>enhance</b> prescription writing skills.
ATTITUDES	8. <b>use</b> 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)
<p>Essay Questions <i>in Objective Structured Clinical Exam Station (OSCE)-A</i></p> <p>During the internship, four indications are studied according to the international treatment guidelines. For the exam, a case is prepared among these four indications. Four theoretical questions (20 points each) are asked as following:</p> <ol style="list-style-type: none"> <li>1. Please identify the problem and the aim of your treatment.</li> <li>2. Which pharmacotherapy (pharmacotherapies) would you choose? Which questions should you ask to test the suitability of the chosen treatment?</li> <li>3. How would you inform the patient about the treatment?</li> <li>4. What would you recommend for prophylaxis? What could be the options for non-pharmacological treatment?</li> </ol> <p>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.</p>	80%
<b>Total</b>	<b>80%</b>
Other Assessment Methods and Tools	Proportion (in Pass/Fail Decision)
<p><i>Objective Structured Clinical Exam (OSCE)-B</i></p> <p>OSCE station related to the writing a prescription. Evaluation criteria are shown below.</p> <p>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 )</p> <p>Total: 20 pts</p>	20%
<b>Total</b>	<b>20%</b>
Pass/Fail Decision	Proportion (in Pass/Fail Decision)
Pencil-Paper Tests (OSCE-A)	80%
Other Assessments Methods and Tools (OSCE-B)	20%
<b>Total</b>	<b>100%</b>

**Week 1**

Week 1					
	Monday	Tuesday	Wednesday	Thursday	Friday
09.00 - 09.50	Introduction to the Program OSCE and its Specifications Z. Gönen	Antihypertensive Drugs Student Presentations	Lecture Solving Case Studies for Hypertension Z. Gönen	Lecture Urinary Tract Infections, Treatment Goals and Non-Pharmacological Treatment Methods Student Presentations E. Genc / Z. Gönen	Lecture Solving Case Studies for Urinary Tract Infections E. Genc / Z. Gönen
10.00 - 10.50	Lecture Principles of Rational Pharmacotherapy Z. Gönen				
11.00 - 11.50	Lecture Good Prescribing Guide Z. Gönen				
12.00- 12.50	Lunch				
13.00 -13.50	Lecture Personal Drugs Introduction to the MAUA Forms E. Genç	Lecture Personal Drugs for Hypertension E. Genç / Z. Gönen	Lecture Urinary Tract Infections, Treatment Goals and Non-Pharmacological Treatment Methods E. Genc / Z. Gönen	Lecture Personal Drugs for Urinary Tract Infections E. Genc / Z. Gönen	Lecture Antimicrobial Chemotherapy of Acute Sinusitis E. Genc / Z. Gönen
14.00 – 14.50	Lecture				
15.00 - 15.50	Clinical Pharmacology of Antihypertensive Drugs Z. Gönen				
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	<b>Lecture</b> Antimicrobial Chemotherapy of Acute Sinusitis Student Presentations E. Genç / Z. Gönen	<b>Lecture</b> Solving Case Studies for Acute Sinusitis E. Genç / Z. Gönen	OSCE		
10.00 - 10.50					
11.00 - 11.50					
12.00- 12.50	Lunch				
13.00 -13.50	<b>Lecture</b> Personal Drugs for Treatment of Acute Sinusitis E. Genç / Z. Gönen	Independent Learning			
14.00 – 14.50					
15.00 - 15.50					
16.00 - 16.50	Independent Learning				
17.00 - 17.50					

## FORENSIC MEDICINE TRAINING PROGRAM

(1.5 weeks)

### YEDİTEPE UNIVERSITY FACULTY OF MEDICINE

Oğuz Polat, MD Prof.

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

**Week 1**

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



**Week 2**

	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>09.00- 09.50</b>	<b>Lecture</b> Legal Responsibilities of Physicians <i>Oğuz Polat</i>	<b>Lecture</b> Poisoning <i>Oğuz Polat</i>	<b>Assessment Session (Oral Examination)</b>		
<b>10.00- 10.50</b>	<b>Lecture</b> Classification of Medical Malpractice <i>Oğuz Polat</i>	<b>Lecture</b> <i>Drug Related Deaths</i> <i>Oğuz Polat</i>			
<b>11.00- 11.5</b>	<b>Lecture</b> Difference Between Complication and Medical Malpractice <i>Oğuz Polat</i>	<b>Lecture</b> <i>Forensic Aspects of Alcohol</i> <i>Oğuz Polat</i>			
<b>12.00- 12.50</b>	<b>Lunch</b>	<b>Lunch</b>	<b>Lunch</b>		
<b>13.00- 13.50</b>	<b>Lecture</b> Description and Classification of Accidents <i>Oğuz Polat</i>	<b>Lecture</b> Forencis Cases Legal Procedure <i>Oğuz Polat</i>	<b>Assessment Session (Written Examination)</b>		
<b>14.00- 14.50</b>	<b>Lecture</b> Transportation and Childhood Accidents <i>Oğuz Polat</i>	<b>Lecture</b> Reporting the Forensic Cases I <i>Oğuz Polat</i>			
<b>15.00- 15.50</b>	<b>Lecture</b> Differentiation Between Natural and Unnatural Deaths <i>Oğuz Polat</i>	<b>Lecture</b> Reporting the Forensic Cases II <i>Oğuz Polat</i>	<b>Program Evaluation Session</b> Review of the Exam Questions, Evaluation of the Program <i>Oğuz Polat</i>		
<b>16.00-17.00</b>	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	20130800096	MUSTAPHA	ABU RACHED	PROF. DR. ÖZCAN GÖKÇE
2	20130800093	YASHAR	ADİBNİA	PROF. DR. SELAMİ SÖZÜBİR
3	20120800065	ALİ ERDİ	AFACAN	PROF. DR. SELAMİ SÖZÜBİR
4	20120800032	YİĞİT	AKSOY	PROF. DR. ÖZCAN GÖKÇE
5	20130800051	SENA	AKYILDIZ	PROF. DR. ÖZCAN GÖKÇE
6	20120800044	DAMLA	ALTUNOK	DOÇ. DR. ATILLA ÖZKAN
7	20130800095	CEMRE	ARDIÇ	DOÇ. DR. ATILLA ÖZKAN
8	20130800077	DOĞUKAN	ARSLAN	DOÇ. DR. BAKİ EKÇİ
9	20120800047	MEHMET	AŞTİ	DOÇ. DR. OKAN TOYCAN
10	20120800012	ALARA	ATAACAR	DOÇ. DR. BAKİ EKÇİ
11	20120800026	GALİP EKİN	BENLİ	PROF. DR. ÖGE TAŞÇILAR
12	20160800112	MÜCAHİT	BULUT	DOÇ. DR. ATILLA ÖZKAN
13	20130800053	BEYZA	BÜYÜKÖREN	PROF. DR. ÖGE TAŞÇILAR
14	20130800057	CANER	ÇECE	PROF. DR. ÖGE TAŞÇILAR
15	20140800101	ECE	DEMİRKIRKAN	DOÇ. DR. ATILLA ÖZKAN
16	20130800023	ÖZGÜL GİZEM	DIKENCİK	PROF. DR. BELKIS ILGAZ YALVAÇ
17	20130800016	MELİS	ERDAL	PROF. DR. BELKIS ILGAZ YALVAÇ
18	20160800105	HÜSEYİN	ERDİL	DOÇ. DR. UĞUR ANIL BİNGÖL
19	20120800003	MERVE	ERİŞ	PROF. DR. SINAN TATLIPINAR
20	20150800104	LENA	ERTAÇ	PROF. DR. SINAN TATLIPINAR
21	20120800010	İZGİ AYÇIL	GENCAN	PROF. DR. RACİHA BERİL KÜÇÜMEN
22	20120800072	NAZ	GÜÇLÜ	PROF. DR. RACİHA BERİL KÜÇÜMEN
23	20120800004	DİLARA	GÜLŞAN	DOÇ. DR. ATAKAN YEŞİL
24	20130800024	GİZEM	GÜNGÖR	DOÇ. DR. ATAKAN YEŞİL
25	20120800066	METEHAN	HERGÜNER	DOÇ. DR. ATAKAN YEŞİL
26	20130800052	MÜNİRE NAZLI	HÖBEK	PROF. DR. ŞULE ZİYLAN
27	20120800043	ELİF RABİA	İÇÖZ	PROF. DR. ŞULE ZİYLAN
28	20120800050	ECE	İLTÜMÜR	PROF. DR. ŞULE ZİYLAN
29	20130800037	AYDIN	İŞLETME	PROF. DR. BUKET ERER DEL CASTELLO
30	20120800057	ECEM	KAHRAMAN	PROF. DR. BUKET ERER DEL CASTELLO
31	20120800051	GİZEM NAZ	KAHRAMAN	DOÇ. DR. AHMET TUNÇ ÖZDEMİR
32	20130800063	MÜGE	KALAYCIOĞLU	DOÇ. DR. AHMET TUNÇ ÖZDEMİR
33	20130800082	NESİBE GÖKÇE	KALYONCU	PROF. DR. RUKSET ATTAR
34	20120800064	FATMA CANAN	KARABAŞ	PROF. DR. GAZİ YILDIRIM
35	20120800053	SALİHA NAZLI	KARDAŞ	DOÇ. DR. ORHAN ÖNDER EREN
36	20140800090	BUSE	KAYMAKÇI	YRD. DOÇ. DR. MUHSİN ALTUNSOY
37	20150800108	CEREN	KAYTAN	YRD. DOÇ. DR. MUHSİN ALTUNSOY
38	20120800054	ÇAĞDAŞ ROBİN	KIRAN	YRD. DOÇ. DR. MUHSİN ALTUNSOY
39	20130800038	İREM NUR	KIRAZ	YRD. DOÇ. DR. VİLDAN ÖZTÜRK
40	20130800011	UMUT	KOÇ	YRD. DOÇ. DR. VİLDAN ÖZTÜRK
41	20130800060	BİLGE	KÖYLÜ	YRD. DOÇ. DR. VİLDAN ÖZTÜRK
42	20130800039	DOĞA	KURUOĞLU	PROF. DR. NEŞET CEM FİÇİCIOĞLU
43	20150800100	BERK	KUTSAL	PROF. DR. NEŞET CEM FİÇİCIOĞLU
44	20120800067	DİLARA	MEDET	DOÇ. DR. SONER SANIOĞLU
45	20130800081	FATMA SARAAD	MOHAMUD	DOÇ. DR. SONER SANIOĞLU
46	20110800071	USAMA SULEIMAN	NASSOR	DOÇ. DR. NESLİHAN TAŞDELEN
47	20120800041	MUSTAFA FATİH	ÖĞÜNÇLÜ	PROF. DR. GAZİ YILDIRIM
48	20130800027	TANSU ŞUA	ÖKTEM	PROF. DR. OLUŞ APİ
49	20140800095	CEMELMAS	ÖZAKINSEL	PROF. DR. OLUŞ APİ
50	20130800025	HELİN DİCLE	ÖZBEK	PROF. DR. RUKSET ATTAR
51	20130800073	MELİS	ÖZGER	PROF. DR. RUKSET ATTAR
52	20130800002	BURHAN OSMAN	ÖZTÜRK	PROF. DR. YAVUZ SELİM PATA
53	20160800094	BATURALP	POLAT	PROF. DR. YAVUZ SELİM PATA
54	20130800041	HAZAL	SAĞKOL	PROF. DR. YAVUZ SELİM PATA
55	20150800096	MELİS	SARAK	DOÇ. DR. MÜZEYYEN DOĞAN
56	20120800006	MUSTAFA	SELİMOĞLU	DOÇ. DR. MÜZEYYEN DOĞAN

57	20120800007	MEHMET İLHAN	SESİGÜZEL	DOÇ. DR. MÜZEYYEN DOĞAN
58	20130800030	IRMAK	SINAL	PROF. DR. FAİK ALTINTAŞ
59	20130800013	LEVENT AKMAN	SOLİM	PROF. DR. FAİK ALTINTAŞ
60	20140800087	ÖZÜM CANSU	ŞAHİN	PROF. DR. MELİH GÜVEN
61	20130800034	UFUK	ŞANKO	PROF. DR. MELİH GÜVEN
62	20130800058	MÜMİN BERKAY	ŞEN	DOÇ. TURHAN ÖZLER
63	20120800084	BURÇİN	TAK	DOÇ. TURHAN ÖZLER
64	20120800024	EGEMEN	TAVRAK	DOÇ. DR. ÇAĞATAY ULUÇAY
65	20130800049	ZEYNEP BİRKE	TOKSÖZ	DOÇ. DR. ÇAĞATAY ULUÇAY
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67	20130800061	ECE	TOPRAKÇI	DOÇ. DR. OKAN TOYCAN
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75	20120800063	YAĞMUR	YAVUZ	DOÇ. DR. HASBEY HAKAN KOYUNCU
76	20120800016	MEHMET YAĞIZ	YENİGÜN	DOÇ. DR. HASBEY HAKAN KOYUNCU
77	20140800092	MERVE SEZER	YILDIRIM	DOÇ. DR. ORHAN ÖNDER EREN
78	20120800071	BÜŞRA	YILDIZ	DOÇ. DR. ORHAN ÖNDER EREN
79	20120800061	İLKİM ECE	YILDIZ	YRD. DOÇ. DR. NURCAN KIZILCIK SANCAR
80	20120800081	MUSTAFA FADİL	YUNIS	YRD. DOÇ. DR. NURCAN KIZILCIK SANCAR
81	20120800013	BÜŞRA	ZENGİN	YRD. DOÇ. DR. NURCAN KIZILCIK SANCAR

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