YEDİTEPE UNIVERSITY

FACULTY of MEDICINE

PHASE V

ACADEMIC PROGRAM BOOK

2019 – 2020

Student's:

Name:…….

Nr:……..

YEDİTEPE UNIVERSITY
FACULTY OF MEDICINE
PHASE V

CONTENT **Page**

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

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

AIM

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

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

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

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

PODG.1. Basic Professional Competencies

POD.1.1. Clinical Competencies

PO.1.1.1. ***values*** preventive health services, ***offers*** primary prevention (i.e. prevention of diseases for the protection of health), secondary prevention (i.e. early diagnosis and treatment) tertiary prevention (i.e. rehabilitation) and quaternary prevention (i.e. prevention of excessive and unnecessary diagnosis and treatment) services, ***provides*** consultancy on these issues.

PO.1.1.2. ***employs*** a patient-centered approach in patient management.

PO.1.1.3. ***recognizes*** most frequently occurring or significant clinical complaints, symptoms, signs, findings and their emergence mechanisms in clinical conditions.

PO.1.1.4. ***takes*** medical history from the applicant himself/herself or from the individual's companions.

PO.1.1.5. ***does*** general and focused physical and mental examination.

PO.1.1.6. ***interprets*** findings in medical history, physical and mental examination.

PO.1.1.7. ***employs*** diagnostic procedures that are used frequently at the primary health care level.

PO.1.1.8. ***selects*** tests that have evidence-based high efficacy at the primary health care level and ***interprets*** results.

PO.1.1.9. ***makes*** clinical decisions using evidence-based systematic data in health care service.

PO.1.1.10. ***performs*** medical interventional procedures that are used frequently at the primary health care level.

PO.1.1.11. ***manages*** healthy individuals and patients in the context of health care services.

PO.1.1.12. ***keeps*** medical records in health care provision and ***uses*** information systems to that aim.

POD.1.2. Competencies Related to Communication

PO.1.2.1. throughout his/her career, ***communicates*** effectively with health care beneficiaries, co-workers, accompanying persons, visitors, patient's relatives, care givers, colleagues, other individuals, organizations and institutions.

PO.1.2.2. ***collaborates*** as a team member with related organizations and institutions, with other professionals and health care workers, on issues related to health.

PO.1.2.3. ***recognizes*** the protection and privacy policy for health care beneficiaries, co-workers, accompanying persons and visitors.

PO.1.2.4. ***communicates*** with all stakeholders taking into consideration the socio-cultural diversity.

POD.1.3. Competencies Related to Leadership and Management

PO.1.3.1. ***manages*** and ***leads*** within the health care team in primary health care organization.

PO.1.3.2. ***recognizes*** the principles of health management and health sector economy, models of organization and financing of health care services.

PO.1.3.3. ***recognizes*** the resources in the health care service, the principles for cost-effective use.

POD.1.4. Competencies Related to Health Advocacy

PO.1.4.1. ***recognizes*** the health status of the individual and the community and the factors affecting the health, ***implements*** the necessary measures to prevent effects of these factors on the health.

PO.1.4.2. ***recognizes*** and ***manages*** the health determinants including conditions that prevent access to health care.

POD.1.5. Competencies Related to Research

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

POD.1.6. Competencies Related to Health Education and Counseling

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

PODG.2. Professional Values and Perspectives

POD.2.1. Competencies Related to Law and Legal Regulations

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

POD.2.2. Competencies Related to Ethical Aspects of Medicine

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

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

POD.2.3. Competencies Related to Social and Behavioral Sciences

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

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

POD.2.4. Competencies Related to Social Awareness and Participation

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

POD.2.5. Competencies Related to Professional Attitudes and Behaviors

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

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

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

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

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

PODG.3. Personal Development and Values

POD.3.1.Competencies Related to Lifelong Learning

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

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

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

POD.3.2. Competencies Related to Career Management

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

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

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

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

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

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

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

COORDINATION COMMITTEE
(TEACHING YEAR 2019 – 2020)

Özge KÖNER, MD Prof. (Coordinator)

Ece GENÇ, PhD Prof. (Co-coordinator)

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

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

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

İlke BAHÇECİ, MD Assoc. 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 2019 – 2020

September 09, 2019 (Monday)	**Beginning of Phase V**
October 18, 2019 (Friday)	**Coordination Committee Meeting**
October 28-29, 2019 (Monday ½ -Tuesday)	**Republic Day National Holiday**
November 10, 2019 (Sunday)	**Commemoration of Atatürk**
January 1, 2020 (Wednesday)	**New Year**
January 14, 2020 (Tuesday)	**Coordination Committee Meeting (with student participation)**
March 14, 2020 (Saturday)	**Physicians' Day**
April 23, 2020 (Thursday)	**National Holiday**
May 1, 2020 (Friday)	**Labor's Day**
May 12, 2020 (Tuesday)	**Coordination Committee Meeting (with student participation)**
May 19, 2020 (Tuesday)	**National Holiday**
May 23-26, 2020 (Saturday½ - Tuesday)	**Religiuos Holiday**
May 29, 2020 (Friday)	**End of Phase V**
June 15-19, 2020 (Monday - Friday)	**Incomplete Exams**
July 21, 2020 (Tuesday)	**Coordination Committee Meeting**

PHASE V
ACADEMIC SCHEDULE 2019 – 2020

	Group 1	Group 2	Group 3	Group 4	Group 5	Group 6	Group 7
09-13.09.2019	ORTHOPAEDICS & TRAUMATOLOGY Y.Ü.T.F. (3 weeks)	RADIOLOGY Y.Ü.T.F. (2 weeks)	ANESTHESIOLOGY Y.Ü.T.F. (2 weeks)	NEUROSURGERY Y.Ü.T.F. (2 weeks)	OPHTHALMOLOGY Y.Ü.T.F. (3 weeks)	OTORHINO-LARYNGOLOGY Y.Ü.T.F. (3 weeks)	DERMATOLOGY Y.Ü.T.F. (3 weeks)
16-20.09.2019							
23-27.09.2019		NUCLEAR MEDICINE Y.Ü.T.F. (1 week)	CHILD PSYCHIATRY Y.Ü.T.F (1 week)	NEUROLOGY Y.Ü.T.F. + F.S.M.E.A.H. (3 weeks)			
30.09-04.10.2019	PHYSICAL MEDICINE &REHABILITATION Y.Ü.T.F.+ F.S.M.E.A.H (2 weeks)	MEDICAL GENETICS Y.Ü.T.F* (1 week)	PSYCHIATRY Y.Ü.T.F + E.R.S.H. (2 weeks)		UROLOGY Y.Ü.T.F (2 weeks)	PEDIATRIC SURGERY Y.Ü.T.F + Ü.E.A.H. (2 weeks)	INFECTIOUS DISEASES Y.Ü.T.F +H.N.H. (2 weeks)
07-11.10.2019		RADIATION ONCOLOGY K.L.K. (1 week)					
14-18.10.2019	DERMATOLOGY Y.Ü.T.F. (3 weeks)	ORTHOPAEDICS & TRAUMATOLOGY Y.Ü.T.F. (3 weeks)	RADIOLOGY Y.Ü.T.F. (2 weeks)	PSYCHIATRY Y.Ü.T.F + E.R.S.H. (2 weeks)	NEUROLOGY Y.Ü.T.F. + F.S.M.E.A.H. (3 weeks)	OPHTHALMOLOGY Y.Ü.T.F. (3 weeks)	OTORHINO-LARYNGOLOGY Y.Ü.T.F. (3 weeks)
21-25.10.2019							
28.10-01.11.2019			NUCLEAR MEDICINE Y.Ü.T.F. (1 week)	CHILD PSYCHIATRY Y.Ü.T.F (1 week)			
04-08.11.2019	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)
11-15.11.2019			RADIATION ONCOLOGY K.L.K. (1 week)				
18 - 27. 11. 2019	CL. PHARMACOLOGY Y.Ü.T.F. (GROUP I)				FORENSIC MEDICINE Y.Ü.T.F. (GROUP II)		
28.11 - 06. 12. 2019	FORENSIC MEDICINE Y.Ü.T.F. (GROUP I)				CL. PHARMACOLOGY Y.Ü.T.F. (GROUP II)		
09-13.12.2019	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)
16-20.12.2019				RADIATION ONCOLOGY K.L.K. (1 week)			
23-27.12-2019	OPHTHALMOLOGY Y.Ü.T.F. (3 weeks)	OTORHINO-LARYNGOLOGY Y.Ü.T.F. (3 weeks)	DERMATOLOGY Y.Ü.T.F. (3 weeks)	ORTHOPAEDICS & TRAUMATOLOGY Y.Ü.T.F. (3 weeks)	RADIOLOGY Y.Ü.T.F. (2 weeks)	PSYCHIATRY Y.Ü.T.F + E.R.S.H. (2 weeks)	NEUROLOGY Y.Ü.T.F. + F.S.M.E.A.H. (3 weeks)
30.12.2019-03.01.2020							
06-10.01.2020					NUCLEAR MEDICINE Y.Ü.T.F. (1 week)	CHILD PSYCHIATRY Y.Ü.T.F (1 week)	
13-17.01.2020	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)
20-24.01.2020					RADIATION ONCOLOGY K.L.K. (1 week)		

	Group 1	Group 2	Group 3	Group 4	Group 5	Group 6	Group 7
27.01-31.01.2020	NEUROLOGY Y.Ü.T.F. + F.S.M.E.A.H. (3 weeks)	OPHTHALMOLOGY Y.Ü.T.F. (3 weeks)	OTORHINO-LARYNGOLOGY Y.Ü.T.F. (3 weeks)	DERMATOLOGY Y.Ü.T.F. (3 weeks)	ORTHOPAEDICS & TRAUMATOLOGY Y.Ü.T.F. (3 weeks)	RADIOLOGY Y.Ü.T.F. (2 weeks)	PSYCHIATRY Y.Ü.T.F + E.R.S.H. (2 weeks)
03-07.02.2020							
10-14.02.2020						NUCLEAR MEDICINE Y.Ü.T.F. (1 week)	CHILD PSYCHIATRY Y.Ü.T.F (1 week)
17-21.02.2020	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)
24-28.02.2020						RADIATION ONCOLOGY K.L.K. (1 week)	
02-06.03.2020	PSYCHIATRY Y.Ü.T.F + E.R.S.H. (2 weeks)	NEUROLOGY Y.Ü.T.F. + F.S.M.E.A.H. (3 weeks)	OPHTHALMOLOGY Y.Ü.T.F. (3 weeks)	OTORHINO-LARYNGOLOGY Y.Ü.T.F. (3 weeks)	DERMATOLOGY Y.Ü.T.F. (3 weeks)	ORTHOPAEDICS & TRAUMATOLOGY Y.Ü.T.F. (3 weeks)	RADIOLOGY Y.Ü.T.F. (2 weeks)
09-13.03.2020							
16-20.03.2020	CHILD PSYCHIATRY Y.Ü.T.F (1 week)						NUCLEAR MEDICINE Y.Ü.T.F. (1 week)
23-27.03.2020	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)
30.03-03.04.2020							RADIATION ONCOLOGY K.L.K. (1 week)
06-10.04.2020	RADIOLOGY Y.Ü.T.F. (2 weeks)	PSYCHIATRY Y.Ü.T.F + E.R.S.H. (2 weeks)	NEUROLOGY Y.Ü.T.F. + F.S.M.E.A.H. (3 weeks)	OPHTHALMOLOGY Y.Ü.T.F. (3 weeks)	OTORHINO-LARYNGOLOGY Y.Ü.T.F. (3 weeks)	DERMATOLOGY Y.Ü.T.F. (3 weeks)	ORTHOPAEDICS & TRAUMATOLOGY Y.Ü.T.F. (3 weeks)
13-17.04.2020							
20-24.04.2020	NUCLEAR MEDICINE Y.Ü.T.F. (1 week)	CHILD PSYCHIATRY Y.Ü.T.F (1 week)					
27.04-30.04.2020	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)
04-08.05.2020	RADIATION ONCOLOGY K.L.K. (1 week)						
11-15.05.2020	OTORHINO-LARYNGOLOGY Y.Ü.T.F. (3 weeks)	DERMATOLOGY Y.Ü.T.F. (3 weeks)	ORTHOPAEDICS & TRAUMATOLOGY Y.Ü.T.F. (3 weeks)	RADIOLOGY Y.Ü.T.F. (2 weeks)	PSYCHIATRY Y.Ü.T.F + E.R.S.H. (2 weeks)	NEUROLOGY Y.Ü.T.F. + F.S.M.E.A.H. (3 weeks)	OPHTHALMOLOGY Y.Ü.T.F. (3 weeks)
18-22.05.2020							
25-29.05.2020				NUCLEAR MEDICINE Y.Ü.T.F. (1 week)	CHILD PSYCHIATRY Y.Ü.T.F (1 week)		

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

YEDİTEPE UNIVERSITY

FACULTY OF MEDICINE

PHASE V

STUDENT GROUPS

GROUP 1		
1	DUYGU	AÇIKTEPE
2	İLAYDA	AKPINAR
3	RÜMEYSA	ALTINKAYNAK
4	BERKAY	AYGÜN
5	MEHMET DENİZ	BAKAN
6	BEGÜM	BALCI
7	ILGIN	BARUT
8	ÇAĞKAN	CEYRAN
9	ZEYNEP	ÇETİN
10	BATUHAN	ÇETİNKAYA
11	BAŞAK YAĞMUR	ÇUBUKÇU
12	MERT	DOLAŞTIR
13	OZAN BERKE	DÜNDAR
14	BENGÜL	GÖLGE
15	GİZEM AYNUR	YILMAZ
GROUP 1 REPRESENTATIVE: ÇAĞKAN CEYRAN		

GR0UP 2		
1	ÇAĞDAŞ	ATAOĞLU
2	CEMAL BARTU	BEKTAŞ
3	MUSTAFA	ÇAĞAN
4	SERTAÇ	DOĞAN
5	ADNAN	EZİCİ
6	AYLİN	GEDİK
7	AINUR	NAHIIEVA
8	OĞUZ METE	İŞLEK
9	EMRE	KARAMAHMUTOĞLU
10	BİRCAN	KASAP
11	AYŞE GİZEM	KOÇ
12	İSMET TAHSİN	SATIRLI
13	ÖZDEN	TÖMEK
14	EZGİ	ÜŞÜMÜŞ
15	GÖKSU	YILMAZ
GROUP 2 REPRESENTATIVE: AYŞE GİZEM KOÇ		

GROUP 3		
1	İBRAHİM	AZİMLİ
2	ŞEYMA	ÇALIK
3	SARPER	ÇALIŞKAN
4	ÖZGÜN RÜZGAR	ÇATAL
5	EYLÜL ECE	GÖĞEBAKAN
6	BATUHAN	GÜLER
7	SEREL	KABASAKAL
8	EYLÜL	KÜÇÜK
9	MUSTAFA OĞULCAN	NADAR
10	CEMRE	ŞAHİN
11	YASMİNE	TEMUÇİN
12	SU	ÜNSAL
13	ALP	YAKUT
14	NEZİHE	YANMAZ
GROUP 3 REPRESENTATIVE: SARPER ÇALIŞKAN		

GRUP 4		
1	BERFİN ECE	AKBULUT
2	SALİME NUR	AFŞAR
3	DİLAN	ASLAN
4	YASİN RIFAT	AYDOĞAN
5	ECE	BIÇAKÇI
6	DIALA	DIAB
7	TUBA	KOCA
8	KORHAN	KÖKÇE
9	LEEN	NESNAS
10	ABDULA	SALAR
11	MELİS	SALMAN
12	EMİR	SARAÇOĞLU
13	MUHAMMET SAİT	SEVİNDİK
14	DENİZ	YILDIZ
GROUP 4 REPRESENTATIVE: KORHAN KÖKÇE		

GROUP 5		
1	SENA ECE	ILGIN
2	MURAT	KAMİLOĞLU
3	GÖKÇE ŞUBAT	KARAASLAN
4	EMİNE BÜŞRA	KITLIK
5	CEMİLE	MİÇOOĞULLARI
6	IRMAK SEDA	ORUÇ
7	MEMDUH	ÖZKAYA
8	ÖZKAN	ÖZTÜRK
9	RAHİM	RAHİMLİ
10	BERK	SERBEST
11	REYDA	TIRPAN
12	ONUR	TUNCER
13	RONA	YILDIRIM
14	GÖKBERK	YILDIZ
GROUP 5 REPRESENTATIVE: EMİNE BÜŞRA KITLIK		

GROUP 6		
1	UMUT DENİZ	AKDAĞ
2	DEFNE	AKSOY
3	HİLMİ	ALPTEKİN
4	EZGİ	ATEŞ
5	MERVE SELİN	BAYKAN
6	BİRSU	BİLGİNOĞLU
7	BUĞRA BERKAN	BİNGÖL
8	İREM	COŞKUN
9	ATIL	DALGIÇOĞLU
10	SEVDE	EGE
11	ALEYNA	EKŞİ
12	MERT	ENBİYAOĞLU
13	RABİA	ERGÜN
14	EDİS	HACILAR
GROUP 6 REPRESENTATIVE: UMUT DENİZ AKDAĞ		

GROUP 7		
1	DAMLA	ACAR
2	CEYDA	AKDİ
3	NİLSU	BOYACIOĞLU
4	METE	CEVAHİR
5	YİĞİTCAN	ÇELİK
6	HÜMEYRA	ÇOLAK
7	ELİF EZEL	KADİROĞLU
8	BERFİN	NARİN
9	CEVDET	SAN
10	YUSUF ÇAĞIN	TUNÇDEMİR
11	DOĞANCAN	ÜRETÜRK
12	AYBERK	YENİKALE
13	DİLARA	YETİŞ
14	BUSE	YILDIRIM
GROUP 7 REPRESENTATIVE: NİLSU BOYACIOĞLU		

SPECIFIC SESSIONS / PANELS

Introductory Session

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

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

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

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

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

Clerkship Evaluation Session

Aim of the Session:

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

Objectives of the Program Evaluation Session are to;

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

Process:

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

Rules of the Clerkship Evaluation Session :

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

Program Improvement Session

Aim:

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

Objectives:

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

Rules:

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

Implementation:

Before the Session

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

During the Session

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

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

After the Session

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

INDEPENDENT LEARNING

Description:

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

Aim:

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

Objectives:

With this instructional strategy, students will develop;

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

Rules:

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

What a student should do for learning independently?

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

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

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

Reference:

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

For further reading useful resources to recommend to students:

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

ASSESSMENT PROCEDURES

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

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

* WEs consists of 50-100 questions.

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

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

Definitions of the Assessment Methods and Question Types

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

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

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

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

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

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

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

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

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

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

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

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

YEDİTEPE UNIVERSITY FACULTY OF MEDICINE EXAM RULES

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

• Other activities requiring disciplinary action-

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

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

CLERKSHIP PROGRAMS

(37 WEEKS)

ORTHOPEDICS AND TRAUMATOLOGY (3 weeks)

PSYCHIATRY (2 weeks)

CHILD PSYCHIATRY (1 week)

NEUROSURGERY (2 weeks)

NEUROLOGY (3 weeks)

OPTHALMOLOGY (3 weeks)

OTORHINOLARYNGOLOGY (2 weeks)

DERMATOLOGY (3 weeks)

PHYSICAL MEDICINE AND REHABILITATION (2 weeks)

RADIOLOGY (2 weeks)

NUCLEAR MEDICINE (1 week)

RADIATION ONCOLOGY (1 week)

ANESTHESIOLOGY AND REANIMATION (2 weeks)

UROLOGY (2 weeks)

INFECTIOUS DISEASES AND CLINICAL MICROBIOLOGY (2 weeks)

PEDIATRIC SURGERY (2 weeks)

MEDICAL GENETICS (1 week)

CLINICAL PHARMACOLOGY (1.5 week)

FORENSIC MEDICINE (1.5 week)

PHASE V ORIENTATION PROGRAM

(The program is held in conferance hall in Yeditepe University Hospital on the 11th of September 2019 between 12:30 - 13:30 hours. Each student should attend the orientation program.)

Özge Köner, MD Prof. (Coordinator)

Ece Genç, PhD Prof. (Co-coordinator)

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

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

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

İlke Bahçeci, MD Assoc 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.
Turhan Özler, MD Assoc. Prof.
Gökhan Meriç, MD Assoc. Prof.
Hakan Turan Çift, MD, Assoc. Prof.
Onur Kocadal, MD Assist. Prof.
Burak Çağrı Aksu, MD Assist. Prof.

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

NCC 2014 – Essential Medical Procedures (Orthopedics and Traumatology)	Performance Level
General and symptom-based history taking	3
General condition and vital signs assessment	3
Musculoskeletal system examination	3
Preparing patient file	3
Reading direct radiographs and assessment	3
Preparing and applying splints	3
Applying bandage and tourniquet	3
Incision and drainage of skin and soft tissue abscess	3
Appropriate patient transportation	3
Cervical collar application	3
Transportation of amputated limb after trauma	2
Superficial suturing and removal of sutures	3

ASSESSMENT TABLE

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

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

Week 1

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

Week 2

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

Week 3

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

PSYCHIATRY TRAINING PROGRAM

YEDİTEPE UNIVERSITY HOSPITAL (2 weeks)

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

ERENKÖY NEUROPSYCHIATRIC RESEARCH AND TRAINING HOSPITAL

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

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

NCC 2014 – Essential Medical Procedures (Psychiatry)	Performance Level
General and symptom-based patient interview	3
Assessing mental status	3
Psychiatric history taking	3
Consciousness assessment and mood state examination	3
General condition and vital signs assessment	3
Preparing forensic report	2
Obtaining informed consent	3
Preparing epicrisis	2
Preparing patient file	2
Referring patient appropriately	2
Preparing medical reports and notice	2
Writing prescription	2
Preparing treatment refusal form	2
Filling laboratory recuse form	3
Interpretation of screening and diagnostic examination results	2
Stabilization of psychiatric emergency patient	2
Assessing suicidal risk	2
Suicide intervention	2
Minimental state examination	2
Defining concent capacity	2

ASSESSMENT TABLE

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

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

Week 1

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

Week 2

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

CHILD AND ADOLESCENT PSYCHIATRY TRAINING PROGRAM

(1 week)

YEDİTEPE UNIVERSITY HOSPITAL

Oğuzhan Zahmacıoğlu, MD. Assoc Prof.

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

Week 1

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

NEUROSURGERY TRAINING PROGRAM

(2 weeks)
YEDİTEPE UNIVERSITY HOSPITAL

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

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

NCC 2014 - Essential Medical Procedures (Neurosurgery)	Performance Level
General and symptom-based history taking	3
Mental status evaluation	3
Consciousness assessment and psychiatric examination	3
Musculoskeletal system examination	3
Neurological examination	3
Preparing patient file	3
Ability to prescription	3
Glascow-coma-scale assessment	3
Appropriate patient transportation	3
Giving patient recovery position	3
Performing lomber puncture	1
Minimental status examination	1
Cervical collar application	3
Superficial suturing and removal of sutures	1

ASSESSMENT TABLE

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

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

Week 1

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

Week 2

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

NEUROLOGY TRAINING PROGRAM

(3 weeks)

YEDİTEPE UNIVERSITY HOSPITAL

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

&

FATİH SULTAN MEHMET TRAINING AND RESEARCH HOSPITAL

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

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

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

NCC 2014 - Essential Medical Procedures (Neurology)	**Performance Level**
Mental status evaluation	3
Consciousness assessment and psychiatric examination	3
Eye, fundus examination	3
Neurological examination	4
Performing lomber puncture	2
Minimental status examination	3

ASSESSMENT TABLE

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

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

Week 1

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

Week2

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

Week 3

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

OPHTHALMOLOGY TRAINING PROGRAM

(3 weeks)

YEDİTEPE UNIVERSITY EYE CENTER

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

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

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

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

NCC 2014 - Essential Medical Procedures (Ophthalmology)	Performance Level
Eye, fundus examination	3

ASSESSMENT TABLE

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

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

Week 1

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

Week 2

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

Week 3

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

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

OTORHINOLARYNGOLOGY & HEAD AND NECK SURGERY TRAINING PROGRAM (3 weeks)

YEDİTEPE UNIVERSITY HOSPITAL

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

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

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

NCC 2014 - Essential Medical Procedures (Otorhinolaryngology)	**Performance Level**
General and symptom-based history taking	3
Mental status evaluation	3
Head-Neck and ENT examination	4
Respiratory system examination	4
Placement of anterior buffer and removal	2
Removal of foreign body with appropriate maneuver	2
Taking sample for culture	4
Performing Rinne-Weber and Schwabach tests	3
Superficial suturing and removal of sutures	

ASSESSMENT TABLE

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

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

Week 1

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

Week 2

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

Week 3

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

DERMATOLOGY TRAINING PROGRAM

(3 weeks)

YEDİTEPE UNIVERSITY HOSPITAL

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

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

NCC 2014 – Essential Medical Procedures (Dermatology)	**Performance Level**
General and symptom-based history taking	1
Skin examination	3
Writing prescription	3

ASSESSMENT TABLE

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

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

Week 1

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

Week 2

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

Week 3

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

(2 weeks)
YEDİTEPE UNIVERSITY HOSPITAL

Özgür Ortancıl, MD, Assoc. Prof.

FATİH SULTAN MEHMET TRAINING AND RESEARCH HOSPİTAL

Özge Gülsüm İlleez, MD.

CLERKSHIP	**PHYSICAL MEDICINE and REHABILITATION** *Aim of this clerkship is to*;
AIM	*1.* ***convey*** necessary knowledge on pathology, symptomatology, clinical findings and treatment of musculoskeletal system diseases, 2. ***equip*** students ***with*** basic knowledge, skills and attitudes on rehabilitation medicine, 3. ***equip*** students ***with*** general approach to patients with physical disabilities.
LEARNING OBJECTIVES *At the end of this term, student should be able to:*	
KNOWLEDGE	*1.1.* ***explain*** etiopathogenesis of degenerative joint diseases, *1.2.* ***describe*** general treatment approaches
	2.1. ***explain*** etiopathogenesis of inflammatory joint diseases, 2.2. ***describe*** general treatment approaches
	3. ***explain*** etiopathogenesis of osteoporosis and metabolic bone disease, osteoporosis risk factors, prevention and treatment of osteoporosis
	4. ***explain*** pathophysiology of pain, pain assessment, and medical treatment or physiotherapy of different types of pain.
	5. ***describe*** approach to patients with physical disabilities,
	6. ***classify*** etiology and principles of general rehabilitation of stroke and other neurologic disorders.
	7.1. ***discriminate*** early and late period complications of spinal cord injuries, 7.2. ***describe*** treatment
	8. ***evaluate*** radiology of spine and joints in musculoskeletal system diseases.
	9. ***describe*** physical therapy agents used in rehabilitation and their indications and contraindications.
	10.1. ***describe*** symptoms and signs of peripheral nerve injuries, polyneuropathies, 10.2. ***explain*** rehabilitation principles of peripheral nerve injuries and treatment approaches.
SKILLS	11.1. ***perform*** relevant history taking from patient with musculoskeletal system disorder 11.2. ***do*** musculoskeletal system and neurologic examination
	12.1. ***evaluate*** muscle strength and spasticity, 12.2. ***do*** detailed neurologic examination in patients with stroke and spinal cord injury.

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

NCC 2014 – Essential Medical Procedures (Physical Medicine and Rehabilitation)	**Performance Level**
Musculoskeletal system examination	1

ASSESSMENT TABLE

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

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

Week 1

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

Week 2

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

Yeditepe University, Koşuyolu Hospital
Yeditepe University Kozyatağı Hospital

RADIOLOGY TRAINING PROGRAM

(2 weeks)
YEDİTEPE UNIVERSITY HOSPITAL

Head of the Department of Radiology:

Neslihan Taşdelen, MD Prof.
Özgür Sarıca, MD Assoc. Prof.
Melih Topçuoğlu, MD Assist. Prof.
Ayşegül Görmez, MD Assist Prof.
Serpil Kurtcan, MD Assoc. Prof
Zeynep Fırat, MSc

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

NCC 2014 – Essential Medical Procedures (Radiology)	Performance Level
Reading and assessing direct radiographs (Gastrointestinal and Hepatobiliary Imaging Imaging of Musculoskeletal System PA Chest Radiography Imaging of Head & Neck Genitourinary Imaging Spinal Imaging, Cardiac Imaging)	2
Interpretation of screening and diagnostic imaging results (Neuroradiology Imaging of Musculoskeletal System Chest Imaging Breast Imaging Genitourinary Imaging Spinal Imaging Vascular Interventions Nonvascular Interventions Cardiac Imaging Imaging of Head & Neck Vascular Imaging)	2

ASSESSMENT TABLE

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

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

Week 1

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

Week 2

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

NUCLEAR MEDICINE TRAINING PROGRAM

(1 week)
YEDİTEPE UNIVERSITY HOSPITAL

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

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

ASSESSMENT TABLE

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

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

Week 1

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

RADIATION ONCOLOGY TRAINING PROGRAM

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

Gökhan Yaprak, MD. (Course Coordinator)
Sevgi Özden, MD.
Beyhan Ceylaner Bıçakcı, MD.
Gökhan Yaprak, MD.
Hüseyin Tepetam, MD.
Şule Gül Karabulut, MD.
Naciye Işık, MD.
Duygu Gedik, MD.
Özlem Yetmen Doğan, MD
Makbule Doğan MD
Hazan Özyurt Bayraktar MD
Ayfer Ay Eren MD
Cengiz Gemici MD

ASSESSMENT TABLE

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

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

Week 1

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

ANESTHESIOLOGY AND REANIMATION TRAINING PROGRAM

(2 weeks)

YEDİTEPE UNIVERSITY HOSPITAL

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

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

NCC 2014 – Essential Medical Procedures (Anesthesiology and Reanimation)	Performance Level
Preparing medicines appropriately	4
Providing basic life support	3
Providing advanced life support	3
Giving recovery position to patient	4
Removal of foreign body with appropriate maneuver	4
Performing IM, IV enjection	4
Providing oxygen and nebule-inhaler treatment	4
Application and assessment of pulse-oxymeter	4
Intubation	3
Starting IV line	4
‘’Airway’’ application	4
General condition and vital signs assessment	4
Respiratory system examination	3
Cardiovascular system examination	3

ASSESSMENT TABLE

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

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

Week 1

	Monday	Tuesday	Wednesday	Thursday	Friday
08.30-12.30	**Introductory Session** (Introduction to Anesthesia) *Özge Köner*	**Clinical Experience (Inpatient/Outpatient)**	**Clinical Experience (Inpatient/Outpatient)**	**Clinical Experience (Inpatient/Outpatient)**	**Clinical Experience (Inpatient/Outpatient)**
12.30-13:50	**Lunch**	**Lunch**	**Lunch**	**Lunch**	**Lunch**
14.00-14.50	**Lecture** Introduction to General Anesthesia *Özge Köner*	**Lecture** Intoxications-I Özge Köner	**Lecture** Sepsis I *Sibel Temür*	**Lecture** Acid-Base Disorders and Arterial Blood Gas Evaluation-I *Özge Köner*	**Lecture** Basic Life Support *Sibel Temür*
15.00-15.50	**Lecture** Fluid-Electrolyte Balance *Özge Köner*	**Lecture** Intoxications-II Özge Köner	**Lecture** Sepsis II *Sibel Temür*	**Lecture** Acid-Base Disorders and Arterial Blood Gas Evaluation-II *Özge Köner*	**Lecture** Advanced Life Support *Sibel Temür*
16.00- 17.00	**Lecture** Acute Respiratory Insufficiency Nurcan Kızılcık	**Independent Learning**	**Independent Learning**	**Independent Learning**	**Independent Learning**

Week 2

	Monday	Tuesday	Wednesday	Thursday	Friday
08.30-12.30	**Clinical Experience (Inpatient/Outpatient)**	**Clinical Experience (Inpatient/Outpatient)**	**Clinical Experience (Inpatient/Outpatient)**	**Clinical Experience (Inpatient/Outpatient)**	**Assessment Session (Exam)**
12.30- 13:50	**Lunch**	**Lunch**	**Lunch**	**Lunch**	**Lunch**
14.00-14.50	**Lecture** Drowning and Near Drowning Hatice Türe	**Lecture** Shock Tuğhan Utku	**Lecture** Anaphylaxis *Ferdi Menda*	**Clinical Experience (Inpatient/Outpatient)**	**Assessment Session**
15.00-15.50	**Lecture** Thermoregulation Hatice Türe	**Lecture** Coma / Brain Death *Tuğhan Utku*	**Lecture** Pain *Ferdi Menda*	**Clinical Experience (Inpatient/Outpatient)**	
16.00- 17.00	**Independent Learning**	**Independent Learning**	**Independent Learning**	**Independent Learning**	**Program Evaluation Session Review of the Exam Questions Evaluation of the Program** Özge KÖNER Sibel TEMÜR

UROLOGY TRAINING PROGRAM

(2 weeks)

YEDİTEPE UNIVERSITY HOSPITAL

Head of the Department of Urology: Faruk Yencilek, MD Prof
Murat Kuru, MD Assist Prof
Murat Gezer, MD Assist Prof.

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

ASSESSMENT TABLE

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

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

Week 1

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

Week 2

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

INFECTIOUS DISEASES AND CLINICAL MICROBIOLOGY

TRAINING PROGRAM
(2 weeks)

YEDİTEPE UNIVERSITY HOSPITAL

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

&

HAYDARPAŞA NUMUNE TRAINING AND RESEARCH HOSPITAL

Serpil Erol, MD Prof

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

ASSESSMENT TABLE

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

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

Week I

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

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

Week 2

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

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

PEDIATRIC SURGERY TRAINING PROGRAM
(2 weeks)

YEDİTEPE UNIVERSITY FACULTY OF MEDICINE
PEDIATRIC SURGERY

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

&

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

Aytekin Kaymakçı, MD, Assoc. Prof. (Head of the Department)
Zeliha Akış Yıldız, MD.
Nihan Ayyıldız, MD.
Mehmet Arpaçık, MD.
Ceyhan Şahin, MD.
Sevim Yener Turan, MD.
Semih Mihrapoğlu, MD
Tuba Güvenç, MD

Definition

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

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

NCC 2014 – Essential Medical Procedures (Pediatric Surgery)	Performance Level
General and symptom-based history taking	1
Abdominal physical examination	4
Consciousness assessment and psychiatric examination	3
Child and newborn examination	1
Digital rectal examination	4
Respiratory system examination	1
Urological examination	1
Starting IV line	1
Hand washing	4
Urinary catheterization	1
Administration of enema	1
Nasogastric catheterization	3
Superficial suturing and removal of sutures	1
Providing medical service in extraordinary situations	1

Week 1

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

Week 2

	Monday (UH)	Tuesday (UH)	Wednesday (UH)	Thursday (UH)	Friday
9:00-10-00	Clinical Experience (Inpatient) and Ward Round	Clinical Experience (Inpatient) and Ward Round	Clinical Experience (Inpatient) and Ward Round	Clinical Experience (Inpatient) and Ward Round	**Exam**
10:15-11:00					
11:15-12:00					
12:00-13:00	**Lunch**	**Lunch**	**Lunch**	**Lunch**	**Program Evaluation Session** Review of the Exam Questions, Evaluation of the Program
13-15-14:00	**Lecture** GI Obstruction of Newborn Ceyhan Şahin	**Lecture** Biliary Atresia and Obtr. Jaundice Semih Mirapoğlu	**Lecture** Hirschsprung's Disease and Constipation Ceyhan Şahin	**Independent Learning**	
14:15- 15:00	**Lecture** GI Obstruction of Newborn Ceyhan Şahin	**Lecture** Surgical GI Bleeding in Children Tuba Güvenç	**Lecture** Solid Tumors in Children Zeliha Akış Yıldız		
15:15- 16:00	**Lecture** Caustic Ingestions and Foreign Body Ingestions in Chidren Mehmet Arpacık	**Lecture** Surgical GI Bleeding in Children Tuba Güvenç	**Lecture** Solid Tumors in Children Zeliha Akış Yıldız		

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

MEDICAL GENETICS TRAINING PROGRAM

(1 week)

YEDİTEPE UNIVERSITY FACULTY OF MEDICINE

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

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

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

NCC 2014 – Essential Medical Procedures (Medical Genetics)	Performance Level
Making a family tree and referring the patient for genetic counseling when necessary	4

ASSESSMENT TABLE

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

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

Week 1

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

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

YEDİTEPE UNIVERSITY FACULTY OF MEDICINE

Head of the Department of Clincal Pharmacology: Ece Genç, PhD Prof.
Ayşe Gelal, MD Prof.

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

NCC 2014 – Essential Medical Procedures (Clinical Pharmacology)	Performance Level
Rational Drug Use	3

ASSESSMENT TABLE

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

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

Week 1

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

Week 2

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

(1.5 week)

YEDİTEPE UNIVERSITY FACULTY OF MEDICINE

Oğuz Polat, MD Prof.

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

Week 1

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

Week 2

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

YEDİTEPE UNIVERSITY
FACULTY OF MEDICINE
PHASE V
STUDENT COUNSELING

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

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

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

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

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

The expectations from the student are as follows:

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

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

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

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

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

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

LIST OF STUDENT COUNSELING

	NO	NAME	SURNAME	COUNSELOR
1	20140800012	DAMLA	ACAR	PROF. DR. GÜLÇİN KANTARCI
2	20150800101	DUYGU	AÇIKTEPE	PROF. DR. GÜLÇİN KANTARCI
3	20170800112	SALİME NUR	AFŞAR	PROF. DR. GÜLÇİN KANTARCI
4	20140800002	BERFİN ECE	AKBULUT	PROF. DR. RUKSET ATTAR
5	20150800032	UMUT DENİZ	AKDAĞ	PROF. DR. RUKSET ATTAR
6	20140800054	CEYDA	AKDİ	PROF. DR. RUKSET ATTAR
7	20150800078	İLAYDA	AKPINAR	DR. ÖĞR. ÜYESİ CEM ŞİMŞEK
8	20150800013	DEFNE	AKSOY	DR. ÖĞR. ÜYESİ CEM ŞİMŞEK
9	20130800010	HİLMİ	ALPTEKİN	DR. ÖĞR. ÜYESİ EMRE DEMİRCİ
10	20180800019	RÜMEYSA	ALTINKAYNAK	DR. ÖĞR. ÜYESİ CEM ŞİMŞEK
11	20140800043	DİLAN	ASLAN	DR. ÖĞR. ÜYESİ MUSTAFA YAZICIOĞLU
12	20180800021	ÇAĞDAŞ	ATAOĞLU	DR. ÖĞR. ÜYESİ MUSTAFA YAZICIOĞLU
13	20140800078	EZGİ	ATEŞ	DR. ÖĞR. ÜYESİ MUSTAFA YAZICIOĞLU
14	20150800049	YASİN FIRAT	AYDOĞAN	PROF. DR. HATİCE TÜRE
15	20150800029	BERKAY	AYGÜN	PROF. DR. HATİCE TÜRE
16	20150800091	İBRAHİM	AZİMLİ	PROF. DR. HATİCE TÜRE
17	20150800051	MEHMET DENİZ	BAKAN	DR. ÖĞR. ÜYESİ VOLKAN HARPUT
18	20150800105	BEGÜM	BALCI	DR. ÖĞR. ÜYESİ VOLKAN HARPUT
19	20140800044	ILGIN	BARUT	DR. ÖĞR. ÜYESİ VOLKAN HARPUT
20	20140800062	MERVE SELİN	BAYKAN	DOÇ. DR. BELMA HALİLOĞLU
21	20150800090	CEMAL BARTU	BEKTAŞ	DOÇ. DR. BELMA HALİLOĞLU
22	20140800006	ECE	BIÇAKÇI	DOÇ. DR. BELMA HALİLOĞLU
23	20150800015	BİRSU	BİLGİNOĞLU	DR. ÖĞR. ÜYESİ VOLKAN KAAN YALTIRIK
24	20150800040	BUĞRA BERKAN	BİNGÖL	DR. ÖĞR. ÜYESİ VOLKAN KAAN YALTIRIK
25	20150800076	NİLSU	BOYACIOĞLU	DR. ÖĞR. ÜYESİ VOLKAN KAAN YALTIRIK
26	20140800021	METE	CEVAHİR	DR. ÖĞR. ÜYESİ MIRKHALIG JAVADOV
27	20150800084	ÇAĞKAN	CEYRAN	DR. ÖĞR. ÜYESİ MIRKHALIG JAVADOV
28	20150800077	İREM	COŞKUN	DR. ÖĞR. ÜYESİ MIRKHALIG JAVADOV
29	20150800052	MUSTAFA	ÇAĞAN	DR. ÖĞR. ÜYESİ İLKE BAHÇECİ ŞİMŞEK
30	20140800048	ŞEYMA	ÇALIK	DR. ÖĞR. ÜYESİ İLKE BAHÇECİ ŞİMŞEK
31	20150800023	SARPER	ÇALIŞKAN	DR. ÖĞR. ÜYESİ İLKE BAHÇECİ ŞİMŞEK
32	20150800002	ÖZGÜN RÜZGAR	ÇATAL	DR. ÖĞR. ÜYESİ BELMA HALİLOĞLU
33	20150800044	YİĞİTCAN	ÇELİK	DR. ÖĞR. ÜYESİ BELMA HALİLOĞLU
34	20180800015	ZEYNEP	ÇETİN	DR. ÖĞR. ÜYESİ BELMA HALİLOĞLU
35	20180800014	BATUHAN	ÇETİNKAYA	DR. ÖĞR. ÜYESİ AYÇA TÜRER
36	20150800071	HÜMEYRA	ÇOLAK	DR. ÖĞR. ÜYESİ AYÇA TÜRER
37	20150800109	BAŞAK YAĞMUR	ÇUBUKÇU	DR. ÖĞR. ÜYESİ AYÇA TÜRER
38	20150800046	ATIL	DALGIÇOĞLU	DR. ÖĞR. ÜYESİ A. ONUR KOCADAL

39	20150800099	DIALA	DIAB	DR. ÖĞR. ÜYESİ A. ONUR KOCADAL
40	20140800052	SERTAÇ	DOĞAN	DR. ÖĞR. ÜYESİ A. ONUR KOCADAL
41	20150800082	MERT	DOLAŞTIR	DOÇ. DR. KARTAL EMRE ASLANGER
42	20180800018	OZAN BERKE	DÜNDAR	DOÇ. DR. KARTAL EMRE ASLANGER
43	20150800059	SEVDE	EGE	DOÇ. DR. KARTAL EMRE ASLANGER
44	20140800057	ALEYNA	EKŞİ	DR. ÖĞR. ÜYESİ EMRE DEMİRCİ
45	20150800030	MERT	ENBİYAOĞLU	DR. ÖĞR. ÜYESİ EMRE DEMİRCİ
46	20150800038	RABİA	ERGÜN	DR. ÖĞR. ÜYESİ EMİN GÖKHAN GENÇER
47	20180800022	ADNAN	EZİCİ	DR. ÖĞR. ÜYESİ EMİN GÖKHAN GENÇER
48	20180800012	AYLİN	GEDİK	DR. ÖĞR. ÜYESİ EMİN GÖKHAN GENÇER
49	20140800032	EYLÜL ECE	GÖĞEBAKAN	DR. ÖĞR. ÜYESİ BURAK HÜNÜK
50	20140800065	BENGÜL	GÖLGE	DR. ÖĞR. ÜYESİ BURAK HÜNÜK
51	20140800026	BATUHAN	GÜLER	DR. ÖĞR. ÜYESİ BURAK HÜNÜK
52	20150800020	EDİS	HACILAR	PROF. DR. OKAN KUZHAN
53	20150800014	SENA ECE	ILGIN	PROF. DR. OKAN KUZHAN
54	20140800040	OĞUZ METE	İŞLEK	PROF. DR. OKAN KUZHAN
55	20150800048	SEREL	KABASAKAL	DR. ÖĞR. ÜYESİ OYA ALAGÖZ
56	20140800029	ELİF EZEL	KADİROĞLU	DR. ÖĞR. ÜYESİ OYA ALAGÖZ
57	20150800026	MURAT	KAMİLOĞLU	DR. ÖĞR. ÜYESİ OYA ALAGÖZ
58	20140800055	GÖKÇE ŞUBAT	KARAASLAN	PROF. DR. CENGİZ PATA
59	20150800006	EMRE	KARAMAHMUTOĞLU	PROF. DR. CENGİZ PATA
60	20140800066	BİRCAN	KASAP	PROF. DR. CENGİZ PATA
61	20140800011	EMİNE BÜŞRA	KITLIK	PROF. DR. GAZİ YILDIRIM
62	20150800092	TUBA	KOCA	PROF. DR. GAZİ YILDIRIM
63	20150800011	AYŞE GİZEM	KOÇ	PROF. DR. GAZİ YILDIRIM
64	20150800041	KORHAN	KÖKÇE	PROF. DR. ÖZCAN GÖKÇE
65	20150800043	EYLÜL	KÜÇÜK	PROF. DR. ÖZCAN GÖKÇE
66	20140800047	CEMİLE	MİÇOOĞULLARI	PROF. DR. ÖZCAN GÖKÇE
67	20150800073	MUSTAFA OĞULCAN	NADAR	DOÇ. DR. OLCAY ÖZVEREN
68	20180800122	AINUR	NAHIIEVA	DOÇ. DR. OLCAY ÖZVEREN
69	20140800003	BERFİN	NARİN	DOÇ. DR. OLCAY ÖZVEREN
70	20180800023	LEEN	NESNAS	PROF. DR. MERAL SÖNMEZOĞLU
71	20140800005	IRMAK SEDA	ORUÇ	PROF. DR. MERAL SÖNMEZOĞLU
72	20150800066	MEMDUH	ÖZKAYA	PROF. DR. MERAL SÖNMEZOĞLU
73	20130800047	ÖZKAN	ÖZTÜRK	DOÇ. DR. BANU MUSAFFA SALEBCİ
74	20150800086	RAHİM	RAHİMLİ	DOÇ. DR. BANU MUSAFFA SALEBCİ
75	20150800088	ABDULA	SALAR	PROF. DR. MUZAFFER DEĞERTEKİN
76	20160800103	MELİS	SALMAN	PROF. DR. MUZAFFER DEĞERTEKİN
77	20150800047	CEVDET	SAN	PROF. DR. MUZAFFER DEĞERTEKİN
78	20180800028	EMİR	SARAÇOĞLU	DOÇ. DR. HASAN ATİLLA ÖZKAN
79	20150800087	İSMET TAHSİN	SATIRLI	DOÇ. DR. HASAN ATİLLA ÖZKAN
80	20140800010	BERK	SERBEST	DOÇ. DR. HASAN ATİLLA ÖZKAN
81	20120800035	MUHAMMET SAİT	SEVİNDİK	PROF. DR. AHMET ÇAĞRI BÜKE
82	20140800037	CEMRE	ŞAHİN	PROF. DR. AHMET ÇAĞRI BÜKE

83	20140800028	YASMİNE	TEMUÇİN	PROF. DR. FİLİZ BAKAR
84	20150800080	REYDA	TIRPAN	PROF. DR. FİLİZ BAKAR
85	20150800031	ÖZDEN	TÖMEK	PROF. DR. FİLİZ BAKAR
86	20150800003	ONUR	TUNCER	DOÇ. DR. MELTEM UĞRAŞ
87	20150800033	YUSUF ÇAĞIN	TUNÇDEMİR	DOÇ. DR. MELTEM UĞRAŞ
88	20150800070	SU	ÜNSAL	DOÇ. DR. MELTEM UĞRAŞ
89	20150800022	DOĞANCAN	ÜRETÜRK	PROF. DR. HÜLYA ERCAN SARIÇOBAN
90	20150800102	EZGİ	ÜŞÜMÜŞ	PROF. DR. HÜLYA ERCAN SARIÇOBAN
91	20150800079	ALP	YAKUT	PROF. DR. HÜLYA ERCAN SARIÇOBAN
92	20140800051	NEZİHE	YANMAZ	PROF. DR. YAŞAR KÜÇÜKARDALI
93	20140800042	AYBERK	YENİKALE	PROF. DR. YAŞAR KÜÇÜKARDALI
94	20150800083	DİLARA	YETİŞ	PROF. DR. YAŞAR KÜÇÜKARDALI
95	20140800060	BUSE	YILDIRIM	PROF. DR. SEZGİN SARIKAYA
96	20150800027	RONA	YILDIRIM	PROF. DR. SEZGİN SARIKAYA
97	20130800055	GÖKBERK	YILDIZ	PROF. DR. SEZGİN SARIKAYA
98	20180800027	DENİZ	YILDIZ	PROF. DR. MELTEM ERGÜN
99	20140800061	GİZEM AYNUR	YILMAZ	PROF. DR. MELTEM ERGÜN
100	20150800025	GÖKSU	YILMAZ	PROF. DR. MELTEM ERGÜN

YEDİTEPE ÜNİVERSİTESİ	Faculty of Medicine/Phase V Clerkship Assessment Form

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

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

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

	Letter grade	**Success grade**
Estimated Grade:		

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

Contact

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