YEDİTEPE UNIVERSITY

FACULTY of MEDICINE

PHASE V

ACADEMIC PROGRAM BOOK

2020 – 2021

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 2020 – 2021)

İlke BAHÇECİ, MD Assoc. Prof. (Coordinator)

Ece GENÇ, PhD Prof. (Co-coordinator)

Hatice Türe, MD Prof. (Co-coordinator)

Müzeyyen Doğan, MD Prof. (Co-coordinator)

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

Asuman CÖMERT ERKILINÇ, 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 2020 – 2021

October 05, 2020 (Monday)	Beginning of Phase V
October 05, 2020 (Monday) 09.00-10.00	Introduction to Phase V
October 16, 2020 (Friday)	Coordination Committee Meeting
October 28-29, 2020 (Wenesday ½ -Thursday)	Republic Day National Holiday
November 10, 2020 (Tuesday)	Commemoration of Atatürk
January 1, 2021 (Friday)	New Year
January 12, 2021 (Tuesday)	Coordination Committee Meeting (with student participation)
March 14, 2021 (Sunday)	Physicians' Day
April 23, 2021 (Friday)	National Holiday
May 1, 2021 (Saturday)	Labor's Day
May 12-15, 2021 (Wednesday ½ - Saturday)	Religiuos Holiday
May 19, 2021 (Wednesday)	National Holiday
May 25, 2021 (Tuesday)	Coordination Committee Meeting (with student participation)
June 18, 2021 (Friday)	End of Phase V
June 25-30, 2021 (Friday - Wednesday)	Incomplete Exams
	Coordination Committee Meeting

PHASE V ONLINE THEORETICAL LECTURES
ACADEMIC SCHEDULE 2020 – 2021

05-14.10.2020	CL. PHARMACOLOGY (GROUP A)	FORENSIC MEDICINE (GROUP B)
15-23.10.2020	FORENSIC MEDICINE (GROUP A)	CL. PHARMACOLOGY (GROUP B)
ALL GROUPS (26.10.2020 – 23.03.2021)		
26-30.10.2020	ORTHOPAEDICS & TRAUMATOLOGY	
02-06.11.2020		
09-13.11.2020	PHYSICAL MEDICINE &REHABILITATION	
16-23.11.2020	INFECTIOUS DISEASES	
24-30.11.2020	PEDIATRIC SURGERY	
01-10.12.2020	DERMATOLOGY	
11-24.12.2020	OPHTHALMOLOGY	
25.12 - 31.12.2020	UROLOGY	
04-14.01.2021	NEUROLOGY	
15-21.01.2021	NEUROSURGERY	
22.01-29.01.2021	PSYCHIATRY	
01-04.02.2021	CHILD PSYCHIATRY	
05-12-02.2021	ANESTHESIOLOGY	
15-19.02.2021	RADIOLOGY	
22-26.02.2021	NUCLEAR MEDICINE	
01-04.03.2021	MEDICAL GENETICS	
05-10.03.2021	RADIATION ONCOLOGY	
11-19.03.2021	OTORHINO-LARYNGOLOGY	

Theoretical Exams will be online and at the end of each clerkship

PHASE V CLINICAL TRAINING

ACADEMIC SCHEDULE 2020 – 2021

	Group 1 (12)	Group 2 (11)	Group 3 (12)	Group 4(11)	Group 5(10)	Group 6(10)	Group 7(11)
22-26.03.2021	PHYSICAL MEDICINE &REHABILITATION (2 days)-F.S.M.E.A.H MEDICAL GENETICS - Y.Ü.H (Acıbadem) RADIATION ONCOLOGY -K.L.K	RADIOLOGY- Y.Ü.H	PSYCHIATRY- ERENKÖY - CHILD PSYCHIATRY - Y.Ü.H	NEUROSURGERY - Y.Ü.H	UROLOGY - Y.Ü.H	NEUROLOGY- F.S.M.E.A.H	INFECTIOUS DISEASES-H.N.H
29.03-02.04.2021	ORTHOPAEDICS & TRAUMATOLOGY - Y.Ü.H	DERMATOLOGY - Y.Ü.H	ANESTHESIOLOGY- Y.Ü.H	NEUROLOGY-F.S.M.E.A.H	OPHTHALMOLOGY - Y.Ü.H	OTORHINO-LARYNGOLOGY - Y.Ü.H	UROLOGY Y.Ü.H
05-09.04.2021	DERMATOLOGY- Y.Ü.H	ORTHOPAEDICS & TRAUMATOLOGY - Y.Ü.H	RADIOLOGY - Y.Ü.H	PSYCHIATRY-ERENKÖY - CHILD PSYCHIATRY- Y.Ü.H	NEUROLOGY- F.S.M.E.A.H	OPHTHALMOLOGY - Y.Ü.H	OTORHINO-LARYNGOLOGY - Y.Ü.H
12-16.04.2021	INFECTIOUS DISEASES - H.N.H	PHYSICAL MEDICINE &REHABILITATION (2 days)- F.S.M.E.A.H MEDICAL GENETICS- Y.Ü.H (Acıbadem) RADIATION ONCOLOGY -K.L.K	ORTHOPAEDICS & TRAUMATOLOGY- Y.Ü.H	ANESTHESIOLOGY - Y.Ü.H	NEUROSURGERY - Y.Ü.H	UROLOGY - Y.Ü.H	OPHTHALMOLOGY - Y.Ü.H
19-23.04.2021	OTORHINO-LARYNGOLOGY - Y.Ü.H	INFECTIOUS DISEASES - H.N.H	PHYSICAL MEDICINE &REHABILITATION (2 days) -F.S.M.E.A.H MEDICAL GENETICS- Y.Ü.H (Acıbadem) RADIATION ONCOLOGY -K.L.K	RADIOLOGY- Y.Ü.H	ANESTHESIOLOGY - Y.Ü.H	NEUROSURGERY - Y.Ü.H	DERMATOLOGY- Y.Ü.H
26-30.04.2021	OPHTHALMOLOGY - Y.Ü.H	OTORHINO-LARYNGOLOGY- Y.Ü.H	DERMATOLOGY Y.Ü.H .	ORTHOPAEDICS & TRAUMATOLOGY - Y.Ü.H	RADIOLOGY - Y.Ü.H	PSYCHIATRY- ERENKÖY - CHILD PSYCHIATRY	NEUROLOGY - F.S.M.E.A.H
03-07.05.2021	UROLOGY - Y.Ü.H	PEDIATRIC SURGERY (3 days) – Ü.E.A.H+SANCAKTEPE E.A.H NUCLEAR MEDICINE (2 days) - Y.Ü.H	INFECTIOUS DISEASES- H.N.H	PHYSICAL MEDICINE &REHABILITATION (2 days) -F.S.M.E.A.H MEDICAL GENETICS- Y.Ü.H (Acıbadem) RADIATION ONCOLOGY - K.L.K	PSYCHIATRY- ERENKÖY - CHILD PSYCHIATRY- Y.Ü.H	ANESTHESIOLOGY - Y.Ü.H	NEUROSURGERY- Y.Ü.H

	Group 1	Group 2	Group 3	Group 4	Group 5	Group 6	Group 7
10-14.05.2021 (13-14.05.2021-Religious Holiday)	NEUROSURGERY- Y.Ü.H	UROLOGY- Y.Ü.H	PEDIATRIC SURGERY (3 days) Ü.E.A.H+SANCAKTEPE E.A.H NUCLEAR MEDICINE (2 days) - Y.Ü.H	INFECTIOUS DISEASES- H.N.H	PHYSICAL MEDICINE &REHABILITATION (2 days)- F.S.M.E.A.H MEDICAL GENETICS - Y.Ü.H (Acıbadem) RADIATION ONCOLOGY -K.L.K	RADIOLOGY- Y.Ü.H	ANESTHESIOLOGY- Y.Ü.H
17-21.05.2021	NEUROLOGY - F.S.M.E.A.H	OPHTHALMOLOGY - Y.Ü.H	OTORHINO-LARYNGOLOGY - Y.Ü.H	DERMATOLOGY - Y.Ü.H	ORTHOPAEDICS & TRAUMATOLOGY - Y.Ü.H	PHYSICAL MEDICINE &REHABILITATION (2 days) -F.S.M.E.A.H MEDICAL GENETICS - Y.Ü.H (Acıbadem) RADIATION ONCOLOGY -K.L.K	PEDIATRIC SURGERY (3 days) Ü.E.A.H+SANCAKTEPE E.A.H NUCLEAR MEDICINE (2 days)
24-28.05.2021	PSYCHIATRY-ERENKÖY-CHILD PSYCHIATRY-	NEUROLOGY- F.S.M.E.A.H	OPHTHALMOLOGY - Y.Ü.H	OTORHINO-LARYNGOLOGY - Y.Ü.H	DERMATOLOGY- Y.Ü.H	PEDIATRIC SURGERY (3 days) Ü.E.A.H+SANCAKTEPE E.A.H NUCLEAR MEDICINE (2 days)	RADIOLOGY- Y.Ü.H
31.05-04.06.2021	ANESTHESIOLOGY- Y.Ü.H .	NEUROSURGERY - Y.Ü.H	UROLOGY - Y.Ü.H	PEDIATRIC SURGERY (3 days) Ü.E.A.H+SANCAKTEPE E.A.H NUCLEAR MEDICINE (2 days) - Y.Ü.H	INFECTIOUS DISEASES - H.N.H	ORTHOPAEDICS & TRAUMATOLOGY - Y.Ü.H	PSYCHIATRY-ERENKÖY-CHILD PSYCHIATRY- Y.Ü.H
07-11.06.2021	RADIOLOGY- Y.Ü.H	PSYCHIATRY-ERENKÖY-CHILD PSYCHIATRY- Y.Ü.H	NEUROLOGY- F.S.M.E.A.H	OPHTHALMOLOGY - Y.Ü.H	PEDIATRIC SURGERY (3days) Ü.E.A.H+SANCAKTEPE E.A.H NUCLEAR MEDICINE (2 days) - Y.Ü.H	DERMATOLOGY - Y.Ü.H .	ORTHOPAEDICS & TRAUMATOLOGY - Y.Ü.H
14-18.06.2021	PEDIATRIC SURGERY (3 days) Ü.E.A.H+SANCAKTEPE E.A.H NUCLEAR MEDICINE (2 days) Y.Ü.H	ANESTHESIOLOGY - Y.Ü.H	NEUROSURGERY - Y.Ü.H	UROLOGY - Y.Ü.H	OTORHINO-LARYNGOLOGY Y.Ü.H .	INFECTIOUS DISEASES - H.N.H	PHYSICAL MEDICINE &REHABILITATION (2 days)- F.S.M.E.A.H MEDICAL GENETICS- Y.Ü.H (Acıbadem) RADIATION ONCOLOGY -K.L.K

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: Training and Research Hospital
SANCAKTEPE E.A.H.: SANCAKTEPE E.A.H Şehit Prof.Dr. İlhan Varank Training and Research Hospital
Y.Ü.H: Yeditepe University Hospital

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

For each clerkship program;
The theoretical exam question types and their ratio in the passing grade are as shown in the Assessment Tables.

There may be changes in the assessment methods and tools shown in the Assessment Tables. When such a change is planned and done, it will be immediately announced, long before the exam.

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)

CLINICAL PHARMACOLOGY (1.5 week)

FORENSIC MEDICINE (1.5 week)

ORTHOPEDICS AND TRAUMATOLOGY (2 weeks)

PSYCHIATRY (6 days)

CHILD PSYCHIATRY (4 days)

NEUROSURGERY (5 days)

NEUROLOGY (1 week)

OPTHALMOLOGY (2 weeks)

OTORHINOLARYNGOLOGY (1 week)

DERMATOLOGY (8 days)

PHYSICAL MEDICINE AND REHABILITATION (1 week)

RADIOLOGY (5 days)

NUCLEAR MEDICINE (1 week)

RADIATION ONCOLOGY (4 days)

ANESTHESIOLOGY AND REANIMATION (6 days)

UROLOGY (1 week)

INFECTIOUS DISEASES AND CLINICAL MICROBIOLOGY (6 days)

PEDIATRIC SURGERY (1 week)

MEDICAL GENETICS (4 days)

PHASE V ORIENTATION PROGRAM

(The program is held online on the 5th of October 2020 between 09:00 - 10:00 hours. Each student should attend the orientation program.)

Özge Köner, MD Prof. (Coordinator)

Ece Genç, PhD Prof. (Co-coordinator)

Hatice Türe, MD 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

(Lecture 2 weeks + Practice 1 week)

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 Assoc. 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 %**

ORTHOPEDICS AND TRAUMATOLOGY TRAINING PROGRAM

Theoretical Program October 26 – November 06, 2020

Week 1 October 26 – 30, 2020

	Monday	Tuesday	Wednesday	Thursday	Friday
9.00-9.50	Introductory Session Introduction to Orthopedics and Traumatology *Faik Altıntaş*	**Independent Learning**	**Independent Learning**	**Republic Day** **National Holiday**	**Independent Learning**
10:00-10:50	**Lecture** Shoulder and Elbow Disorders Hakan Turan Çift	**Lecture** Open Fractures *Gökhan Meriç*	**Lecture** Congenital Anomalies of the Lower Extremity PEV *Burak Çağrı Aksu*		**Lecture** Disorders of the Foot and Ankle *Burak Çağrı Aksu*
11.00-11.50	**Lecture** Basic Principles of Fractures and Fracture Healing *Hakan Turan Çift*	**Lecture** Pelvic Fractures *Gökhan Meriç*			**Lecture** Disorders of the Foot and Ankle *Burak Çağrı Aksu*
11.50-14.00	**Lunch**	**Lunch**	**Lunch**		**Lunch**
14.00-14.50	**Independent Learning**	**Lecture** Osteomyelitis and Septic Arthritis *Onur Kocadal*	**Republic Day** **National Holiday**		**Independent Learning**
15.00-15.50	**Independent Learning**	**Lecture** Dislocations and Fractures of the Upper Extremity *Onur Kocadal*			**Independent Learning**
16.00-18.00	**Independent Learning**	**Independent Learning**			**Independent Learning**

Week 2 November 02 – 06, 2020

	Monday	Tuesday	Wednesday	Thursday	Friday
10.00-10:50	**Lecture** Benign Tumors of the Bone *Hakan Turan Çift*	**Lecture** Scoliosis *Gökhan Meriç*	**Independent Learning**	**Independent Learning**	**Assessment Session**
11.00-11.50	**Lecture** Malignant Tumors of the Bone *Hakan Turan Çift*	**Lecture** Hand Surgery *Gökhan Meriç*	**Lecture** Osteoarthritis and Arthroplasty *Faik Altıntaş*	**Independent Learning**	
11.50-14.00	**Lunch**	**Lunch**	**Lunch**	**Lunch**	**Lunch**
14.00-14.50	**Lecture** Spinal Trauma and Fractures Degenerative Diseases of the Spine *Hakan Turan Çift*	**Lecture** Developmental Dysplasia of the Hip, Perthes Disease, *Onur Kocadal*	**Lecture** Dislocations and Fractures of the Lower Extremity, Pediatric Fractures. *Turhan Özler*	**Independent Learning**	Program Evaluation Session Review of the Exam Questions, Evaluation of the Program *Turhan Özler*
15.00-15.50	**Independent Learning**	**Lecture** Osteoporosis, Avascular Necrosis of the Bone *Onur Kocadal*	**Lecture** Knee Problems in Sports Medicine and Arthroscopy, Cartilage Biology and Injuries *Turhan Özler*	**Independent Learning**	
16.00-18.00	**Independent Learning**	**Independent Learning**	**Independent Learning**	**Independent Learning**	

Practical Program will be conducted in 7 Groups.

Dates are given in Hands-on Teaching Academic Schedule

Week 3

	Monday	Tuesday	Wednesday	Thursday	Friday
9.00-10.50	**Independent Learning**	**Independent Learning**	**Independent Learning**	**Independent Learning**	**Assessment Session**
11.00-11.50	Shoulder Examination *Hakan Turan Çift*	Vertebral Examination *Gökhan Meriç*	Cast Application *Burak Çağrı Aksu*	**Independent Learning**	
12.00-14:00	**Lunch**	**Lunch**	**Lunch**	**Lunch**	**Lunch**
14.00-14.50	**Independent Learning**	Hip Joint Examination *Burak Çağrı Aksu*	Knee Joint Examination *Onur Kocadal*	**Independent Learning**	Program Evaluation Session Evaluation of the Program *Turhan Özler*
15.00-18.00	**Independent Learning**	**Independent Learning**	**Independent Learning**	**Independent Learning**	

ONLINE CLINICAL PRACTICE

HANDS-ON CLINICAL PRACTICE

Phase 5. Orthopedics and Traumatology Department Clinical Practice in Out-Patient Clinic, Orthopedics and Traumatology Clinic and Operating Theatre

First 5 students group 1, Second 5 students group 2, Last 5 tudents Group 3

	Monday	Tuesday	Wednesday	Thursday	Friday
Out-Patient Clinic	Group 1	Group3	Group 2	Group 1	**10:00-11:00** **Assessment Session** **Clinical Practice EXAM**
Orthopaedic and Traumatology Clinic	Group 2	Group 1	Group 3	Group 2	
Operating Theatre	Group 3	Group 2	Group 1	Group 3	

PSYCHIATRY TRAINING PROGRAM

YEDİTEPE UNIVERSITY HOSPITAL (6 days)

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 %**

PSYCHIATRY TRAINING PROGRAM

Theoretical Program Week 1. 22 January - 29 January 2021

	Friday	Monday	Tuesday	Wednesday	Thursday	Friday
09.00 - 09.50	**Independent Learning**	**Independent Learning**	**Independent Learning**	**Independent Learning**	**Independent Learning**	**Independent Learning**
10.00 - 10.50	Introductory Session (Introduction to Psychiatry) *Hakan Atalay*	**Lecture** Mood Disorders *Hakan Atalay*	**Lecture** Psychiatric Emergencies Okan Taycan	**Lecture** Neuroscience *Hakan Atalay*	Interactive Discussion *Okan Taycan*	**Lecture** Schizophrenia and Other Psychotic Disorders *Okan Taycan*
11.00 - 11.50	**Lecture** Psychiatric Examination *Hakan Atalay*	**Lecture** Mood Disorders *Hakan Atalay*	**Lecture** Trauma and other related Disorders Disorders *Okan Taycan*	**Lecture** Psychotherapies *Hakan Atalay*	**Lecture** Sexual Dysfunctions *Naz B. Akbaş*	**Lecture** Schizophrenia and Other Psychotic Disorders *Okan Taycan*
12.00 - 12.50	**Lecture** Psychiatric Examination *Hakan Atalay*	**Lecture** Mood Disorders *Hakan Atalay*	**Lecture** Trauma and other related Disorders Disorders *Okan Taycan*	Interactive Discussion *Okan Taycan*	**Lecture** Sexual Dysfunctions *Naz B. Akbaş*	**Lecture** Antipsychotics *Okan Taycan*
12.50 - 14.00	**Lunch**	**Lunch**	**Lunch**	**Lunch**	**Lunch**	
14.00 - 14.50	**Lecture** Anxiety Disorders *Naz B. Akbaş*	**Lecture** Delirium and Other Cognitive Disorders *Naz B. Akbaş*	**Lecture** Obsessive Compulsive Disorder *Okan Taycan*	**Lecture** Drug Addiction *Naz B. Akbaş*	**Lecture** Somatoform Disorders *Naz B. Akbaş*	**Lecture** Personality Disorders *Okan Taycan*
15.00 - 15.50	**Lecture** Anxiety Disorders *Naz B. Akbaş*	**Lecture** Eating Disorders *Naz B. Akbaş*	**Lecture** Dissociative Disorders *Okan Taycan*	**Lecture** Drug Addiction *Naz B. Akbaş*	**Lecture** Somatoform Disorders *Naz B. Akbaş*	**Lecture** Personality Disorders *Okan Taycan*
16.00 - 18.00	**Independent Learning**	**Independent Learning**	**Independent Learning**	**Independent Learning**	**Independent Learning**	**Independent Learning**

The Assessment Session will be on 5th of February, at the end of Child and Adolescent Psychiatry Clerkship Program

Practical Program will be conducted in 7 Groups. Dates are given in Hands-on Teaching Academic Schedule

Week 2

PRACTICAL SESSIONS

	1st Day	2nd Day	3rd Day
09.00 - 09.50	**Independent Learning**	**Independent Learning**	**Independent Learning**
10.00 - 12.00	Discussion Session *Hakan Atalay*	Discussion Session *Naz B. Akbaş*	Discussion Session *Okan Taycan*
12.00 - 13.00	**LUNCH**	**LUNCH**	**LUNCH**
13.00 – 15.00	Case Studies *Hakan Atalay*	Case Studies *Naz B. Akbaş*	Case Studies *Okan Taycan*

The Assessment Session will be at the end of Child and Adolescent Psychiatry Clerkship Program

CHILD AND ADOLESCENT PSYCHIATRY TRAINING PROGRAM

(1 week: practice + lecture)

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

CHILD AND ADOLESCENT PSYCHIATRY
Theoretical Program Week 1 February 01 – 04, 2021

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

**** THEORETICAL LESSONS: Interactive online presentation includes clips, videos and slides. All groups together, three days in a row.***

CLINICAL PRACTICE: The one-day, apart from the theoretical lesson days, be given for each group separetely. Whether it will be face to face or online will be decided according to the pandemic conditions at that time.

	Clinical Practice
09.00- 09.50	**Independent Learning**
10.00- 10.50	Clinical Experience (Outpatient) *Oğuzhan Zahmacıoğlu*
11.00-11.50	Clinical Experience (Outpatient) *Oğuzhan Zahmacıoğlu*
12.00- 12.50	Clinical Experience (Outpatient) *Oğuzhan Zahmacıoğlu*
13.00- 13.50	**Lunch**
14.00- 14.50	Assessment Session (with Psychiatry)
15.00- 15.50	
16.00- 16.50	
17.00-17.50	Program Evaluation Session

NEUROSURGERY TRAINING PROGRAM

(1 week)
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.
	4. ***recognize*** clinical findings in common brain tumors to refer patients to appropriate centers.
	5. ***describe*** spinal trauma and spinal cord injury in early period and transfer of patient to appropriate center based on knowledge of immobilization status.
	6. ***recognize*** non-traumatic neck, dorsal and low back pain
	7. ***describe*** differential diagnosis of metastatic spinal tumors and primary spinal tumors with other spinal disorders.
	8. ***define*** peripheral nerve compression syndromes and nerve injuries
	9. ***describe*** hydrocephalus, craniosynostosis and spinal dysraphism.
	10. **r *ecognize*** infections meningitis, brain abscess,tuberculosis,brucellosis
	11. ***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.***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 %**

NEUROSURGERY Week 1 15 – 21 January 2021

	Friday	Monday	Tuesday	Wednesday	Thursday
09.00- 09.50	**Lecture** Introduction to Neurosurgery Neurological Examination 1 *M.Gazi Yaşargil*	**Lecture** Intracranial hypertension *Kaan Yaltırık*	**Lecture** Degenerative Spinal Disease 1 *Ahmet Hilmi Kaya*	**Lecture** Intracranial Tumors 1 *Kaan Yaltırık*	**Assessment Session**
10.00- 10.50	**Lecture** Introduction to Neurosurgery Neurological Examination 2 *M.Gazi Yıldırım*	**Lecture** Vascular Neurosurgery 1 *Uğur Türe*	**Lecture** Degenerative Spinal Disease 2 *Ahmet Hilmi Kaya*	**Lecture** Intracranial Tumors 2 *Kaan Yaltırık*	Program Evaluation Session Review of the Exam Questions Evaluation of the Program *Kaan Yaltırık* *Ahmet Hilmi Kaya* *Uğur Türe*
11.00- 11.50	**Lecture** Neurological examination *Kaan Yaltırık*	**Lecture** Vascular Neurosurgery 2 *Uğur Türe*	**Lecture** Spinal Tumors *Ahmet Hilmi Kaya*	**Lecture** Intracranial Tumors 3 *Kaan Yaltırık*	
12.00- 14.00	**Lunch**	**Lunch**	**Lunch**	**Lunch**	**Lunch**
14.00- 14.50	**Lecture** Hydrocephalus *Kaan Yaltırık*	**Lecture** Head Trauma *Kaan Yaltırık*	**Lecture** Nerve Entrapment Syndromes *Kaan Yaltırık*	**Lecture** Peripheric Neurosurgery *Kaan Yaltırık*	**Independent Learning**
15.00 – 15.50	**Lecture** Pediatric Neurosurgery *Kaan Yaltırık*	**Lecture** Spinal Trauma *Kaan Yaltırık*	**Lecture** Functional Neurosurgery *Kaan Yaltırık*	**Lecture** Peripheric Neurosurgery *Kaan Yaltırık*	**Independent Learning**
15.50- 18.00	**Independent Learning**	**Independent Learning**	**Independent Learning**	**Independent Learning**	**Independent Learning**

Practical Program

Week 2

	Day 1	Day 2	Day 3
09.00- 11.50	**Operating Room**	**Operating Room**	**Assessment Session**
12.00- 12.50	**Lunch**	**Lunch**	**Program Evaluation Session** Review of The Exam Questions, Evaluation of The Commitee I Program *Head of Committee*
13.00- 15.00	**Outpatient Clinic**	**Outpatient Clinic**	**Independent learning**

NEUROLOGY TRAINING PROGRAM

(Lecture: 2 weeks + Practice 1 week)

YEDİTEPE UNIVERSITY HOSPITAL

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

&

FATİH SULTAN MEHMET TRAINING AND RESEARCH HOSPITAL

Chief of Neurology Department: Eren Özgörke, MD Assoc. Prof.
Pelin Doğan Ak, MD Assoc. Prof.
Işıl Kalyoncu Aslan, MD Assist. Prof.

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 %**

NEUROLOGY Theoretical Program January 04- 14, 2021

Week 1 January 04-08, 2021

	Monday	Tuesday	Wednesday	Thursday	Friday
09.00-09.50	Introductory Session (Introduction to Neurology) *Eren Gözke*	**Independent Learning**	**Independent Learning**	**Independent Learning**	**Independent Learning**
10.00-10.50	**Lecture** Headache *Hakan Şilek*	**Lecture** Spinal Cord Diseases *Berrin Aktekin*	**Lecture** Muscle Diseases *H. Rengin Bilgen*	**Lecture** Motor Neuron Disease *H. Rengin Bilgen Akdeniz*	**Lecture** Neuromuscular Junction Disorders *H. Rengin Bilgen Akdeniz*
11.00-11.50	**Lecture** Headache *Hakan Şilek*	**Lecture** Spinal Cord Diseases *Berrin Aktekin*	**Lecture** Muscle Diseases *H. Rengin Bilgen Akdeniz*	**Lecture** Motor Neuron Disease *H. Rengin Bilgen Akdeniz*	**Lecture** Neuromuscular Junction Disorders *H. Rengin Bilgen Akdeniz*
11.50-13.00	**Lunch**	**Lunch**	**Lunch**	**Lunch**	**Lunch**
13.00-13.50	**Lecture** Infections of CNS *Hakan Şilek*	**Lecture** Epilepsy *Berrin Aktekin*	**Lecture** Sleep Disorders *Burcu Örmeci*	**Lecture** Movement Disorders *Burcu Örmeci*	**Lecture** Semiology *Pelin Doğan Ak*
14.00-14.50	**Lecture** Infections of CNS *Hakan Şilek*	**Lecture** Epilepsy *Berrin Aktekin*	**Lecture** Sleep Disorders *Burcu Örmeci*	**Lecture** Dementia *Burcu Örmeci*	**Lecture** Semiology *Pelin Doğan Ak*
15.00-15.50	**Lecture** Coma *Hakan Şilek*	**Lecture** EEG *Berrin Aktekin*	**Lecture** Movement Disorders *Burcu Örmeci*	**Lecture** Dementia *Burcu Örmeci*	**Independent Learning**
16.00-18.00	**Independent Learning**	**Independent Learning**	**Independent Learning**	**Independent Learning**	**Independent Learning**

Week 2 January 11-14, 2021

	Monday	Tuesday	Wednesday	Thursday
09.00-09.50	**Independent Learning**	**Independent Learning**	**Independent Learning**	**Independent Learning**
10.00-10.50	**Independent Learning**	**Independent Learning**	**Independent Learning**	**Assessment Session** Program Evaluation Session Evaluation of the Program *Hakan Şilek*
11.00-11.50	**Independent Learning**	**Independent Learning**	**Independent Learning**	
12.00-13:00	**Lunch**	**Lunch**	**Lunch**	**Lunch**
13.00-13.50	**Lecture** Disorders of Peripheral Nerves *Eren Gözke*	**Lecture** Cerebro -Vascular Diseases *Işıl Kalyoncu Aslan*	**Independent Learning**	**Independent Learning**
14.00-14.50	**Lecture** Multiple Sclerosis *Eren Gözke*	**Lecture** Cerebro -Vascular Diseases *Işıl Kalyoncu Aslan*	**Independent Learning**	

Practical Program

Week 3

	Monday	Tuesday	Wednesday	Thursday	Friday
09.00-09.50	Clinical Experience Neurology In- and Outpatient	Clinical Experience Neurology In- and Outpatient	Clinical Experience Neurology In- and Outpatient	Clinical Experience Neurology In- and Outpatient	**Practical Exam**
10.00-10.50	Clinical Experience Neurology In- and Outpatient	Clinical Experience Neurology In- and Outpatient	Clinical Experience Neurology In- and Outpatient	Clinical Experience Neurology In- and Outpatient	
11.00-11.50	Clinical Experience Neurology In- and Outpatient	Clinical Experience Neurology In- and Outpatient	Clinical Experience Neurology In- and Outpatient	Clinical Experience Neurology In- and Outpatient	
12.00-13.00	**Lunch**	**Lunch**	**Lunch**	**Lunch**	**Lunch**
13.00-14.20	Clinical Practice- Case Study Cerebrovascular Disorders *Hakan Şilek*	Clinical Practice- Case Study Myopathy *H. Rengin Bilgen Akdeniz*	Clinical Practice- Case Study Epilepsy *Berrin Aktekin*	Clinical Practice- Case Study Parkinson's Disease *Burcu Örmeci*	Program Evaluation Session Evaluation of the Program *Hakan Şilek*
14.30-15.50	Clinical Practice- Case Study Approach to Comatose Patient *Hakan Şilek*	Clinical Practice- Case Study Motor Neuron Disease *H. Rengin Bilgen Akdeniz*	Clinical Practice- Case Study Myelopathy/ Radiculopathy, Differential Diagnosis *Berrin Aktekin*	Clinical Practice- Case Study Alzheimer's Disease *Burcu Örmeci*	
16.00-18.00	**Independent Learning**	**Independent Learning**	**Independent Learning**	**Independent Learning**	

OPHTHALMOLOGY TRAINING PROGRAM

(Lecture: 2 weeks, Pratice: 1 week)

YEDİTEPE UNIVERSITY EYE CENTER

Head of the Department of Ophthalmology: Sinan Tatlıpınar, MD Prof. ~~**(Şule Ziylan;MD)**~~
Belkıs Ilgaz Yalvaç, MD Prof.
Raciha Beril Küçümen, MD Prof.
İlke Bahçeci Şimşek, MD Assoc. Prof.
Vildan Öztürk, MD Assist. Prof.
Muhsin Altunsoy, MD Assist. Prof.
Alp Kayıran, MD Assist. Prof.
Yasin Özcan, MD Assist. Prof. **(eklendi)**

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)	10 %
Case Based Learning (CBL)	5 %
Total	**50 %**
Pass/Fail Decision	**Proportion**
Pencil-Paper Tests	50 %
Other Assessments Methods and Tools	50 %

OPHTHALMOLOGY Theoretical Program December 11 – 24, 2020

Week 1 December 11 – 17, 2020

	Friday	Monday	Tuesday	Wednesday	Thursday
09.00- 09.50	Introductory Session (Introduction to Ophthalmology)	**Independent Learning**	**Independent Learning**	**Independent Learning**	**Independent Learning**
10.00- 10.50	**Lecture[3]** Anatomy1 *Muhsin Altunsoy*	**Lecture[3]** Conjunctiva *R. Beril Küçümen*	**Lecture[3]** Glaucoma *B. Ilgaz Yalvaç*	**Lecture[3]** Pediatric Ophthalmology *Yasin Özcan* ~~*Vildan Öztürk*~~	**Lecture[3]** Macular Degeneration and Hereditary Retinal Dystrophies *Sinan Tatlıpınar*
11.00- 11.50	**Lecture[3]** Anatomy 2 *Muhsin Altunsoy*	**Lecture[3]** Cornea *Alp Kayıran*	**Lecture[3]** Lids and Orbit *İlke Şimşek*	**Lecture[3]** Diseases of the Lens *R. Beril Küçümen*	**Lecture[3]** Strabismus *İlke Şimşek*
12.00- 14.00	**Lunch**	**Lunch**	**Lunch**	**Lunch**	**Lunch**
14.00- 14.50	**Lecture[3]** Refractive Errors *Alp Kayıran*	**Lecture[3]** Contact Lens and Refractive Surgery *Vildan Öztürk*	**Lecture[3]** Retinal Detachment and Intraocular Tumours *Sinan Tatlıpınar*	**Lecture[3]** Ocular Manifestations of SystemicDiseases *Alp Kayıran*	**Lecture[3]** Neuro-Ophthalmology *B. Ilgaz Yalvaç*
15.00- 15.50	**Lecture[3]** Methods of Examination *Muhsin Altunsoy*	**Lecture[3]** Tear Film and Lacrimal Apparatus *İlke Şimşek*	**Lecture[3]** Retinal Vascular Diseases *Sinan Tatlıpınar*	**Lecture[3]** Uveal Tract *Muhsin Altunsoy*	**Case Based Learning[4]** Red Eye *Vildan Öztürk - İlke Şimşek*
16.00-18.00	**Independent Learning**	**Independent Learning**	**Independent Learning**	**Independent Learning**	**Independent Learning**

Week 2 December 18- 24, 2020

	Friday	Monday	Tuesday	Wednesday	Thursday
09.00 - 09.50	**Independent Learning**	**Independent Learning**	**Independent Learning**	**Independent Learning**	**Independent Learning**
10.00 - 10.50	**Case Based Learning[4]** Trauma and Emergency in Ophthalmology *Vildan Öztürk - İlke Şimşek*	**Student Presentations** Trauma anad Emergency in Ophtalmology *Vildan Öztürk - İlke Şimşek*			**Assessment Session**
11.00 -11.50	**Student Presentations** Red Eye *Vildan Öztürk - İlke Şimşek*				
12.00 - 12.50					Program Evaluation Session Review of the Exam Questions, Evaluation of the Program *Vildan Öztürk – İlke Şimşek*
13.00- 13.50		**Independent Learning**			
14.00- 14.50	**Independent Learning**	**Independent Learning**			
15.00- 15.50	**Independent Learning**	**Independent Learning**			
16.00- 16.50	**Independent Learning**	**Independent Learning**			
17.00-17.50					

ONLINE PRACTICAL EDUCATION
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 - 11.30</td><td>Skills; Visual Acuity Test, Pupillary Reaction Testing, Irrigation of Eyes Refraction Examination and Refractive Errors + Paralytic Strabismus
Vildan Öztürk</td><td>Skills-Confrontation Field Testing + Visual Field Test Glaucoma Case Presentation + Gonioscopy Video
B. Ilgaz Yalvaç</td><td rowspan="2">Conjunctivitis and Stye&Chalazion DDx
Yasin Özcan</td><td rowspan="2">Skills-Putting in Eye Drops and Pupillary Dilatation, Cornea Case Presentation Ocular Examination (Biomicroscopy, Fluorescein Dye Test,Schirmer Test)
Alp Kayıran</td><td>Independent Learning</td></tr>
<tr><td>11.30- 13.00</td><td>Lunch</td><td>Lunch</td><td>Lunch</td><td>Lunch</td><td>Independent Learning</td></tr>
<tr><td>13.00 - 15.30</td><td>Skills-Ocular Motility Testing Corneal Topography-Excimer Laser, Uveitis Case Presentation
Muhsin Altunsoy</td><td>Skills-Upper Lid Eversion, Causes of Leucocoria
Yasin Özcan</td><td>Skills-Direct Ophthalmoscopy Eyelid Examination (Thyroid ophthalmopathy,Strabismus Examination)
İlke Şimşek</td><td>Retinal Examination, Laser Treatment (OCT, Argon Laser) Intravitreal Injection Video - Retinal Cases
Sinan Tatlıpınar</td><td>Assessment Session Online Exam</td></tr>
<tr><td>15.30- 16.50</td><td rowspan="2">Independent Learning</td><td rowspan="2">Independent Learning</td><td rowspan="2">Independent Learning</td><td rowspan="2">Independent Learning</td><td rowspan="2">Program Evaluation Session
Evaluation of the Program (Ophthalmologist in Charge)</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.

RHINOLARYNGOLOGY & HEAD AND NECK SURGERY TRAINING PROGRAM

(7 days + 5 days)

YEDİTEPE UNIVERSITY HOSPITAL

İlhan Topaloğlu, MD Prof.
Arzu Tatlıpınar, MD, Prof.
Müzeyyen Doğan, MD Assoc. Prof.
Zeynep Alkan, MD Assoc. Prof.
~~Sevtap Akbulut, MD Assoc. Prof. (ayrıldı)~~
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 %**

RHINOLARYNGOLOGY & HEAD AND NECK SURGERY Theoretical Program March 11 – 19, 2021
Week 1. 11 – 22 March 2021

	Thursday 11.03.2021	Friday 12.03.2021	Monday 15.03.2021	Tuesday 16.03.2021	Wednesday 17.03.2021
09.00-09.50	**Introductory Session** (Introduction to ENT)	**Independent Learning**	**Independent Learning**	**Independent Learning**	**Independent Learning**
10.00 -10.50	**Lecture** **Facial Paralysis** *Arzu Tatlıpınar*	**Lecture** Sleep Apnea, Snoring and thei Treatments *İlhan Topaloğlu* ~~*Sevtap Akbulut*~~	**Lecture** Essential Audiology and Newborn Hearing Screen *Ömer Faruk Birkent*	**Lecture** Chronic Otitis Media *İlhan Topaloğlu* ~~*Sevtap Akbulut*~~	**Lecture** Anatomy and Physiology of the Larynx *Müzeyyen Doğan*
11.00 -11.50	**Lecture** **Deep Neck Infection** *Arzu Tatlıpınar*	**Lecture** **Salivary Gland Diseases** *Zeynep Alkan*	**Lecture** Essential Audiology and Newborn Hearing Screen *Ömer Faruk Birkent*	**Lecture** Acute Otitis Media *İlhan Topaloğlu* ~~*Sevtap Akbulut*~~	**Lecture** Congenital Laryngeal and Voice Disorders *Müzeyyen Doğan*
12.00 -14.00	**Lunch**	**Lunch**	**Lunch**	**Lunch**	**Lunch**
14.00 -14.50	**Lecture** **Lymph Nodes Pathologies and Neck Masses** *Zeynep Alkan*	**Lecture** Anatomy and Physiology of the Ear *Müzeyyen Doğan*	**Lecture** Diseases of the Oral Cavity Zeynep Alkan ~~Sevtap Akbulut~~	**Lecture** Rhinitis and Sinusitis *Müzeyyen Doğan*	**Independent Learning**
15.00 -15.50		**Lecture** Hearing Loss *Müzeyyen Doğan*	**Lecture** Diseases of the Oropharynx Zeynep Alkan ~~Sevtap Akbulut~~	**Lecture** ENT Emergencies *Müzeyyen Doğan*	**Independent Learning**
15.50-18:00	**Independent Learning**	**Independent Learning**	**Independent Learning**	**Independent Learning**	**Independent Learning**

Week 2

	Thursday 18.03.2021	Friday 19.03.2021
09.00-09.50	**Independent Learning**	**Independent Learning**
10.00-10.50	**Lecture** Tinnitus *Zeynep Alkan* ~~*Sevtap Akbulut*~~	**Assessment Session**
11.00 -11.50	**Lecture** Vertigo *Zeynep Alkan* ~~*Sevtap Akbulut*~~	**Program Evaluation Session** *Review of the Exam Questions* *Evaluation of the Program* *Müzeyyen Doğan*
11.50 -14.00	**Lunch**	**Lunch**
14.00 -14.50	**Lecture** Malignant Tumors of the Larynx *Müzeyyen Doğan*	**Independent Learning**
15.00 -18.00	**Independent Learning**	

Practical Program

Week 3

Otorhinolaryngology Department, Clinical Practice in the Outpatient Clinic, Audiology and Operating Theatre

Operating Theatre, Outpatient Clinic and Audiology	Monday	Tuesday	Wednesday	Thursday	Friday
İlhan Topaloğlu, MD, Prof.	3 students	3 students	3 students	3 students	**Assessment Session**
Arzu Tatlıpınar, MD, Prof.	3 students	3 students	3 students	3 students	
Müzeyyen Doğan, MD, Prof.	3 students	3 students	3 students	3 students	
Zeynep Alkan, MD, Prof.	3 students	3 students	3 students	3 students	**Program Evaluation Session** Evaluation of the Program *Müzeyyen Doğan*
Ömer Faruk Birkent, Audiologist	**3 students**	**3 students**	**3 students**	**3 students**	

DERMATOLOGY TRAINING PROGRAM

(Lectures 8 days + Practice 5 days)

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 %**

DERMATOLOGY Theoretical Program December 01 – 10, 2020
Week 1 December 01 – 07, 2020

	Tuesday	Wednesday	Thursday	Friday	Monday
09.00- 09.30	**Introductory Session** (Introduction to PMR) *Oktay Taşkapan*	**Independent Learning**	**Independent Learning**	**Independent Learning**	**Independent Learning**
09.30- 10.30	**Lecture** Basic Structure & Function of the Skin and Cutaneous Signs *Oktay Taşkapan*				
10.45- 12.00	**Lecture** Principles of Dermatologic Diagnosis *Oktay Taşkapan*				
12.00- 12.50	**Lunch**	**Lunch**	**Lunch**	**Lunch**	**Lunch**
13.00- 13.50	**Independent Learning**	**Lecture** Chronic Autoimmune Blistering Dermatoses *Özlem Akın*	**Lecture** Bacterial Skin Infections *Özlem Akın*	**Independent Learning**	**Lecture** Urticaria, Angioedema and vasculitis *Oktay Taşkapan*
14.00- 14.50		**Lecture** Melanocytic Naevi and Neoplasms *Özlem Akın*	**Lecture** Fungal Skin Diseases *Özlem Akın*		**Lecture** Urticaria, Angioedema and vasculitis *Oktay Taşkapan*
15.00- 16.00	**Lecture** Treatment Modalities in Dermatology *Asuman Cömert Erkılınç*	**Lecture** Malignant Melanoma *Özlem Akın*	**Lecture** Viral Skin Diseases *Özlem Akın*	**Lecture** Papulosquamous Skin Disorders *Asuman Cömert Erkılınç*	**Lecture** Adverse Cutaneous Reactions to Drugs *Oktay Taşkapan*
16.30- 17.30	**Lecture** Acne Vulgaris *Asuman Cömert Erkılınç*	**Lecture** *Cutaneous Tuberculosis and Leprosy* *Özlem Akın*	**Lecture** Parasitic Skin Diseases *Özlem Akın*	**Independent Learning**	**Independent Learning**

Week 2 December 08 – 10, 2020

	Tuesday	Wednesday	Thursday
09.30 -10.30	**Lecture** Contact Dermatitis *Oktay Taşkapan*	**10:45-11:50** **Lecture** Behçet's Syndrome Asuman Cömert Erkılınç	**Independent Learning**
10.45 - 11.50	**Lecture** Atopic Dermatitis *Oktay Taşkapan*		**Assessment Session** **11:00-12:00**
12.00- 12.50	**Lecture** Connective Tissue Diseases *Oktay Taşkapan*	**Lunch**	Program Evaluation Session Review of the Exam Questions, Evaluation of the Program
13.00- 13.50	**Lunch**	**Independent Learning**	**Independent Learning**
14.00- 14.50	**Independent Learning**	**Independent Learning**	
15.00- 15.50	**Lecture** Non-Melanoma Skin Cancers *Asuman Cömert Erkılınç*	**Lecture** Sexually Transmitted Diseases *Asuman Cömert Erkılınç*	
16.00 - 17.00	**Lecture** Precancerous Skin Disorders *Asuman Cömert Erkılınç*	**Independent Learning**	
17.00 - 18.00	**Lecture** Vitiligo *Asuman Cömert Erkılınç*	**Lecture** Alopecias *Asuman Cömert Erkılınç*	

Practical Program

Week 3

Dermatology Practical Training Phase 5 Realtime Gmeet Session

	Day 1	Day 2	Day 3	Day 4	Day 5
13:00-15:00	Seminar	Seminar	Seminar	Seminar	Seminar
Break					
15:30-17:30	Seminar	Seminar	Seminar	Seminar	Seminar

PHYSICAL MEDICINE AND REHABILITATION TRAINING PROGRAM

(Lectures: 5 days + Practice: 2 days)
YEDİTEPE UNIVERSITY HOSPITAL

Kübra Neslihan Kurt Oktay, MD, Assist. Prof.

FATİH SULTAN MEHMET TRAINING AND RESEARCH HOSPİTAL

Arzu Atıcı, 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%**

PHYSICAL MEDICINE AND REHABILITATION Theoretical Program

Week 1 November 09 – 13, 2020

	Monday	Tuesday	Wednesday	Thursday	Friday
09.00 - 09.50	**Introductory Session** (Introduction to PMR) *Arzu Atıcı*	**Lecture** Rehabilitation of Neurologic Disease *Arzu Atıcı*	**Lecture** Inflammatory Joint Diseases *Arzu Atıcı*	**Lecture** Therapeutic Exercises *Arzu Atıcı*	**Independent Learning**
10.00 -10.50	**Lecture** Musculoskeletal (Locomotor) System Symptoms and Signs *Arzu Atıcı*	**Lecture** Rehabilitation of Neurologic Disease *Arzu Atıcı*	**Lecture** Seronegative Spondyloarthro-pathies *Arzu Atıcı*	**Lecture** Peripheral Nerve Diseases *Kübra Neslihan Kurt Oktay*	**Independent Learning**
11.00 - 11.50	**Lecture** Musculoskeletal (Locomotor) System Examination *Arzu Atıcı*	**Lecture** Disease of Spine and Spinal Cord *Arzu Atıcı*	**Lecture** Seronegative Spondyloarthro-pathies *Arzu Atıcı*	**Lecture** Peripheral Nerve Diseases *Kübra Neslihan Kurt Oktay*	**Assessment Session**
12.00 - 14.00	**Lunch**	**Lunch**	**Lunch**	**Lunch**	**Lunch**
14.00 - 14.50	**Lecture** Diagnosis and Treatment of Servical and Upper Extremity Pain *Kübra Neslihan Kurt Oktay*	**Lecture** Radiologic Evaluation of Musculoskeletal Disorders *Kübra Neslihan Kurt Oktay*	**Lecture** Degenerative Arthritis *Kübra Neslihan Kurt Oktay*	**Lecture** Pain Pathophysiology, Classification and Treatment *Kübra Neslihan Kurt Oktay*	Program Evaluation Session Review of the Exam Questions, Evaluation of the Program
15.00 – 15.50	**Lecture** Differential Diagnosis and Treatment of Lowback and Lower Extremity Pain *Kübra Neslihan Kurt Oktay*	**Lecture** Physical Agents, Orthotic and Prosthetic Use in Rehabilitation *Kübra Neslihan Kurt Oktay*	**Lecture** Osteoporosis and Metabolic Diseases *Kübra Neslihan Kurt Oktay*	**Lecture** Drug Use in Musculuskeletal System Disorders *Kübra Neslihan Kurt Oktay*	**Independent Learning**
16.00 - 17.50	**Independent Learning**	**Independent Learning**	**Independent Learning**	**Independent Learning**	**Independent Learning**

Practical Training

Week 2

09.00- 09.50	**Practical Education** Therapeutic Exercises *Arzu Atıcı*	**Assessment Session**
10.00- 10.50	**Practical Education** Therapeutic Exercises *Arzu Atıcı*	
11.00- 11.50	**Practical Education** Gait Abnormalities of Hemiplegic Patients and Patients with Verebral Palsy *Arzu Atıcı*	
12.00- 14.00	**Lunch**	**Lunch**
14.00-14.50	**Practical Education** Physical Examination of Neck and Upper Extremity *Kübra Neslihan Kurt Oktay*	**Program Evaluation Session** Evaluation of the Program
15.00 – 15.50	**Practical Education** Physical Examination of Lower Back and Lower Extremity *Kübra Neslihan Kurt Oktay*	**Independent Learning**
16.00- 17.50	**Independent Learning**	**Independent Learning**

RADIOLOGY TRAINING PROGRAM

YEDİTEPE UNIVERSITY HOSPITAL

(Lecture 5 days + Practice 3 days)

Head of the Department of Radiology: Gazanfer Ekinci, MD, Prof. (eklendi)
Neslihan Taşdelen, MD Prof.
Özgür Sarıca, MD Assoc. Prof.
Melih Topçuoğlu, MD Assoc. Prof.
Ayşegül Görmez, MD Assist Prof.
Filiz Çelebi, MD, Assist Prof
Zeynep Fırat, PhD

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 %**

RADIOLOGY Theoretical Program
Week 1 February 15 – 19, 2021

	Monday	Tuesday	Wednesday	Thursday	Friday
09.00 - 09.50	**Introductory Session** (Introduction to Radiology) *Neslihan Taşdelen*	**Lecture** Neuroradiology *Gazanfer Ekinci*	**Lecture** Imaging of Musculoskeletal System *Neslihan Taşdelen*	**Lecture** Gastrointestinal and Hepatobiliary Imaging *Ayşegül Görmez*	**Assessment Session**
10.00- 10.50	**Lecture** Radiation Physics *Neslihan Taşdelen*	**Lecture** Neuroradiology *Gazanfer Ekinci*	**Lecture** Imaging of Musculoskeletal System *Neslihan Taşdelen*	**Lecture** Gastrointestinal and Hepatobiliary Imaging *Ayşegül Görmez*	
11.00- 11.50	**Lecture** X-Ray Safety and Protection *Neslihan Taşdelen*	**Lecture** Spinal Imaging *Gazanfer Ekinci*	**Lecture** Imaging of Musculoskeletal System *Neslihan Taşdelen*	**Lecture** Cardiac Imaging *Ayşegül Görmez*	
12.00- 13.50	**Lunch**	**Lunch**	**Lunch**	**Lunch**	Program Evaluation Session Review of the Exam Questions, Evaluation of the Program
14.00- 14.50	**Lecture** PA Chest Radiography *Filiz Çelebi*	**Lecture** Breast Imaging *Özgür Sarıca*	**Lecture** Vascular Imaging *Melih Topçuoğlu*	**Clinical Skills Training** Advanced MRI and CT Techniques and Postprocessing *Zeynep Fırat*	**Independent Learning**
15.00 – 15.50	**Lecture** Chest Imaging *Filiz Çelebi*	**Lecture** Breast Imaging *Özgür Sarıca*	**Lecture** Vascular- Nonvascular Interventions *Melih Topçuoğlu*	**Independent Learning**	**Independent Learning**
16.00 – 16.50	**Lecture** Chest Imaging *Filiz Çelebi*	***Lecture*** Genitourinary Imaging *Özgür Sarıca*	**Lecture** Imaging of Head & Neck *Melih Topçuoğlu*	**Independent Learning**	**Independent Learning**
17.00- 17.50	**Independent Learning**	**Independent Learning**	**Independent Learning**	**Independent Learning**	**Independent Learning**

Practical Training
Week 2

	Day 1	Day 2	Day 3
09.00- 09.50	**Lecture** Neuroradiology *Gazanfer Ekinci*	**Lecture** Imaging of Musculoskeletal System *Neslihan Taşdelen*	**Assessment Session** **(Oral Examination)**
10.00- 10.50	**Lecture** Neuroradiology *Gazanfer Ekinci*	**Lecture** Imaging of Musculoskeletal System *Neslihan Taşdelen*	
12.00- 12.50	**Lecture** PA Chest Radiography *Filiz Çelebi*	**Lecture** Interventional Radiology *Melih Topçuoğlu*	
13.00- 13.50	**Lecture** Chest Imaging *Filiz Çelebi*	**Lecture** Imaging of Head & Neck *Melih Topçuoğlu*	
15.00- 15:50	**Lecture** Gastrointestinal Imaging *Ayşegül Görmez*	**Lecture** Breast Imaging – Genitourinary Imaging *Özgür Sarıca*	
16.00- 15650	**Lecture** Hepatobiliary Imaging *Ayşegül Görmez*	**Lecture** General Review *Özgür Sarıca*	Program Evaluation Session Evaluation of the Program

NUCLEAR MEDICINE TRAINING PROGRAM

(Lecture 5 days + Practice 2 days)
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%**

NUCLEAR MEDICINE Theoretical Program February 22 – 26, 2021

	Monday	Tuesday	Wednesday	Thursday	Friday
09.0 0- 09.50	**Introductory Session** (Introduction to NM) *Nalan Alan Selçuk*	**Lecture** Thyroid and Parathyroid Scintigraphy *Nalan Alan Selçuk*	**Lecture** NM In Hyperthyroidism *Emre Demirci*	**Lecture** FDG-PET in Lung Cancer *Emine Biray Caner*	**Assessment Session**
10.00- 10.50	**Lecture** Basic Radiation Physics and Radiation Detectors in NM *Türkay Toklu*	**Lecture** NM in Thyroid Cancer *Nalan Alan Selçuk*	**Lecture** Lung Perfusion and Ventilation Scintigraphy (V/Q Scan) *Emre Demirci*	**Lecture** FDG-PET in Breast Cancer *Emine Biray Caner*	
11.00- 11.50	**Lecture** Introduction to NM *Türkay Toklu*	**Lecture** Myocardial Perfusion Scan: Indications, Techniques *Nalan Alan Selçuk*	**Lecture** Dynamic and Static Renal Scintigraphy *Emre Demirci*	**Independent Learning**	
12.00- 12.50	**Lunch**				
13.00- 13.50	**Lecture** Radiation Safety and Effects of Radiation *Türkay Toklu*	**Lecture** Cardiological PET Application *Nalan Alan Selçuk*	**Lecture** Captopril Renography and Transplant Scan *Emre Demirci*	**Lecture** FDG-PET in Lymphoma *Emine Biray Caner*	**Program Evaluation Session** Review of the Exam Questions Evaluation of the Program *Nalan Alan Selçuk*
14.00- 14.50	**Lecture** Brain Imaging and Neurological PET Application *Nalan Alan Selçuk*	**Lecture** Hepatobiliary Scan and GIS Bleeding Scan *Nalan Alan Selçuk*	**Lecture** Infection Imaging Part 1: FDG-PET *Emre Demirci*	**Lecture** FDG-PET in Head and Neck Cancer *Emine Biray Caner*	**Independent Learning**
15.00- 15.50	**Lecture** Bone Scintigraphy and Other Tumor Agents *Nalan Alan Selçuk*	**Lecture** Radionuclide Therapy *Nalan Alan Selçuk*	**Lecture** Infection Imaging Part 2: Leucocyte and Ga-67 Scintigraphies *Emre Demirci*	**Lecture** FDG-PET in GIS and Gynecologic Cancers *Emine Biray Caner*	**Independent Learning**
16.00- 16.50	**Independent Learning**	**Independent Learning**	**Independent Learning**	**Independent Learning**	**Independent Learning**

Clinical Practice

	Day 1	Day 2
09.00 - 10.50	**Laboratory** Radiopharmaceuticals, Gamma Camera, PET/CT, Thyroid Uptake System *Turkay Toklu*	**Clinical Experience** PET Imaging - 1 *Biray Caner*
11.00 - 11.50	**Clinical Experience** Radionuclide Therapy *Nalan Alan Selçuk*	**Clinical Experience** PET Imaging -2 *Biray Caner*
12.00- 12.50	**Lunch**	
13.00 -13.50	**Clinical Experience** Thyroid *Emre Demirci*	**Clinical Experience** Lung and GIS System Imaging *Nalan Alan Selçuk*
14:00-14:50	**Clinical Experience** Renal Scintigraphy *Emre Demirci*	**Clinical Experience** Infection Imaging *Nalan Alan Selçuk*
15.00 - 16.50	**Clinical Experience** Myocardial Perfusion Scan *Emre Demirci*	**Independent Learning**

09COLOGY TRAINING PROGRAM

(4 days)
DR. LÜTFİ KIRDAR KARTAL TRAINING AND RESEARCH HOSPITAL

Gökhan Yaprak, MD. (Course Coordinator)
Sevgi Özden, MD.
Beyhan Ceylaner Bıçakcı, MD.
Hüseyin Tepetam, MD.
Şule Gül Karabulut, MD.
~~Naciye Işık, MD~~.
Uğur Yılmaz, MD
Duygu Gedik, MD.
Özlem Yetmen Doğan, MD
Makbule Doğan MD
Hazan Özyurt Bayraktar MD
Ayfer Ay Eren MD
Sevim Özdemir, 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%**

RADIATION ONCOLOGY Theoretical Program
Week 1 March 05 – 10, 2021

	Friday	Monday	Tuesday	Wednesday
09.00 - 12.00	**Independent Learning**			
12.00 - 13.00	**Lunch**	***Lunch***	***Lunch***	**Lunch**
13.00 - 13.30	**Introductory Session** Introduction and Radiation Oncology Terminolgy *Gökhan Yaprak*	**Lecture** *Soft-Tissue Sarcoma* *Duygu Gedik*	**Independent Learning**	***Asessment Session*** *Gökhan Yaprak*
13.30 - 14.00	**Lecture** Radiation Physics *Hüseyin Tepetam*	**Lecture** Gastrointestinal Cancers *Özlem Yetmen Doğan*	**Lecture** Lung Cancers Sevim Özdemir	Program Evaluation Session Review of the Exam Questions Evaluation of the Program Gökhan Yaprak
14.00 – 14.30	**Lecture** Radiation Biology *Şule Gül Karabulut*	**Lecture** Lymphomas *Hazan Özyurt Bayraktar*	**Lecture** Urinary System Cancers *Gökhan Yaprak*	
15.00 – 15.30	**Lecture** RadiationTreatment Procedure and Radiation Techniques *Beyhan Ceylaner Bıçakcı*	**Lecture** Gynecologic Cancers *Makbule Eren*	**Lecture** Breast Cancer Sevgi Özden	
15:30-16:00	**Lecture** Head and Neck Cancer *Ayfer Ay Eren*	**Lecture** BrainTumors *Fatih Demircioğlu*	**Lecture** PediatricTumors *Uğur Yılmaz*	**Independent Learning**

ANESTHESIOLOGY AND REANIMATION TRAINING PROGRAM

(Lecture: 6 days + Practice: 5 days)

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 Prof.
Nurcan Kızılcık, MD Assoc. 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, anesthetic agents. 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 **know** anesthetic agents.
	2. **Know** Basic and advanced cardio-pulmonary resuscitation,
	3. **Know** to evaluate fluid-electrolyte balance, fluid resuscitation,
	4. **Define** and **recognize** acid-base disturbances and their treatment,
	5. **Describe** hypothermia, hyperthermia during anesthesia and the
	6. **Describe** intoxication and basic diagnosis and treatment principles
	7. Define pain, its types and specific treatment
	8. Define shock, **recognize** its types and the management,
	9. Define brain death and its diagnosis,
	10. Know intensive care unit admission criteria,
	11. Recognize anaphylaxis, **knows** the treatment,
	12. Recognize hypoxia, reasons leading to hypoxemia and the
SKILLS	**13. Manage** airway (face mask ventilation, airway insertion,
	14. Perform basic and advanced cardio-pulmonary resuscitation,
	15. Practice and analyze hemodynamic monitorization,
	16. Perform pre-anesthetic patient evaluation.
ATTITUDES	**17. Be prepared for** basic and advanced cardio-pulmonary
	18. Follow clinical reflections of anesthetic agents,
	19. Analyze the patients and situations requiring intensive care unit,
	20. Hold confidentiality of patients.
COMPETENCIES	**21. Practice** basic and advanced cardio-pulmonary resuscitation.

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 %**

ANESTHESIOLOGY and REANIMATION Theoretical Program

Week 1 February 05 – 12, 2021

	Friday	Monday	Tuesday	Wednesday	Thursday	Friday
10.00-10.50	**Introductory Session** (Introduction to Anesthesia) *Özge Köner*	**Lecture** Sepsis I *Sibel Temür*	**Lecture** Acute Respiratory Insufficiency *Nurcan Kızılcık*	**Lecture** Shock *Tuğhan Utku*	**Lecture** Fluid-Electrolyte Balance *Özge Köner*	**Independent Learning**
11.00 –12.00	**Lecture** Introduction to General Anesthesia *Özge Köner* *Ferda Kartufan*	**Lecture** Sepsis II *Sibel Temür*	**Independent Learning**	**Independent Learning**	**Lecture** Intoxications *Özge Köner*	**Assessment Session**
12.00-14.00	**Lunch**	**Lunch**	**Lunch**	**Lunch**	**Lunch**	**Program Evaluation Session** **Review of the Exam Questions, Evaluation of the Program** *Özge KÖNER* *Sibel TEMÜR*
14.00-14.50	**Lecture** Acid-Base Disorders and Arterial Blood Gas Evaluation-I *Özge Köner*	**Lecture** Basic Life Support *Sibel Temür*	**Lecture** Drowning and Near Drowning *Hatice Türe*	**Lecture** Coma / Brain Death *Tuğhan Utku*	**Lecture** Anaphylaxis *Ferdi Menda*	**Independent Learning**
15.00-15.50	**Lecture** Acid-Base Disorders and Arterial Blood Gas Evaluation-II *Özge Köner*	**Lecture** Advanced Life Support *Sibel Temür*	**Lecture** Thermoregulation *Hatice Türe*	**Independent Learning**	**Lecture** Pain *Ferdi Menda*	**Independent Learning**
16.00- 17.00	**Independent Learning**	**Independent Learning**	**Independent Learning**	**Independent Learning**	**Independent Learning**	**Independent Learning**

Clinical Practice in the ICU and Operating Theatre

	Monday	Tuesday	Wednesday	Thursday	Friday
08:30-13:00	CLINICAL PRACTICE OPERATING ROOM AND INTENSIVE CARE UNIT (ICU)				**Independent Learning**
13:00-14:00	**LUNCH BREAK**				**Independent Learning**
14:00-16:00	CLINICAL PRACTICE OPERATING ROOM AND INTENSIVE CARE UNIT (ICU)				**Assessment Session 14.00 – 15.30** **Program Evaluation Session Evaluation of the Program** *Özge KÖNER* *Sibel TEMÜR*

Students	Monday	Tuesday	Wednesday	Thursday	Friday
KOZYATAĞI					
1	Intensive Care Unit	Intensive Care Unit	Operating Room	Operating Room	**Assessment Session** Practice Examination 6-7 students 14:00-15:30
2	Intensive Care Unit	Intensive Care Unit	Operating Room	Operating Room	
3	Intensive Care Unit	Intensive Care Unit	Operating Room	Operating Room	
4	Operating Room	Operating Room	Intensive Care Unit	Intensive Care Unit	
5	Operating Room	Operating Room	Intensive Care Unit	Intensive Care Unit	
6	Operating Room	Operating Room	Intensive Care Unit	Intensive Care Unit	**Program Evaluation Session** **Evaluation of the Program**
7	Operating Room	Operating Room	Intensive Care Unit	Intensive Care Unit	
KOŞUYOLU					
1	Intensive Care Unit	Intensive Care Unit	Operating Room	Operating Room	**Assessment Session** Practice Examination 6-7 students 14:00-15:30
2	Intensive Care Unit	Intensive Care Unit	Operating Room	Operating Room	
3	Intensive Care Unit	Intensive Care Unit	Operating Room	Operating Room	
4	Operating Room	Operating Room	Intensive Care Unit	Intensive Care Unit	
5	Operating Room	Operating Room	Intensive Care Unit	Intensive Care Unit	
6	Operating Room	Operating Room	Intensive Care Unit	Intensive Care Unit	**Program Evaluation Session** **Evaluation of the Program**
7	Operating Room	Operating Room	Intensive Care Unit	Intensive Care Unit	

UROLOGY TRAINING PROGRAM

(Lecture: 1 week + Practice: 1 week)

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 %**

UROLOGY Theoretical

Week 1 December 25 – 31, December 2020

	Friday	Monday	Tuesday	Wednesday	Thursday 31.12.2020
10.00-10.50	**Introductory Session** Introduction to Urology *Faruk Yencilek*	**Lecture** Prostate Cancer *Faruk Yencilek*	**Lecture** Urological Emergencies *Murat Kuru*	**Lecture** Kidney Cancer *Murat Gezer*	**Independent Learning**
11.00-12.00	**Lecture** Benign Prostatic Hyperplasia *Murat Kuru*	**Lecture** Prostate Cancer *Faruk Yencilek*	**Lecture** Scrotal Diseases *Murat Kuru*	**Lecture** Kidney Cancer *Murat Gezer*	**Independent Learning**
12.00-13.00	**Lunch**	**Lunch**	**Lunch**	**Lunch**	**Independent Learning**
13.00-13.50	**Lecture** Urolithiasis Etiology and Pathophysiology *Faruk Yencilek*	**Lecture** Bladder Cancer *Murat Gezer*	**Lecture** Infertility *Murat Gezer*	**Lecture** Testicular Cancer *Murat Kuru*	**Assessment Session**
14.00-15.00	**Lecture** Urolithiasis Diagnosis and Treatment *Faruk Yencilek*	**Lecture** Bladder Cancer *Murat Gezer*	**Lecture** Urinary Tract Infections *Murat Kuru*	**Lecture** Testicular Cancer *Murat Kuru*	**Program Evaluation Session Review of the Exam Questions, Evaluation of the Program**
15.00 – 18.00	**Independent Learning**	**Independent Learning**	**Independent Learning**	**Independent Learning**	**Independent Learning**

Practical Program

Week 2

	Day 1	Day 2	Day 3	Day 4	Day 5
08.30-11.00	**Operating Room**	**Operating Room**	**Operating Room**	**Operating Room**	**Assessment Session** Practice Examination 10:00-12:00
11.00-12.30	**Lunch Break**	**Lunch Break**	**Lunch Break**	**Lunch Break**	**Program Evaluation Session** Review of the Exam, Evaluation of the Program
12.30-15.00	**Outpatient Clinic**	**Outpatient Clinic**	**Outpatient Clinic**	**Outpatient Clinic**	**Independent Learning**

INFECTIOUS DISEASES AND CLINICAL MICROBIOLOGY

TRAINING PROGRAM
(Lecture 6 days + Practice 5 days)

YEDİTEPE UNIVERSITY HOSPITAL

Head of the Department of Infectious Diseases: Meral Sönmezoğlu, MD Prof.
Aynur Eren Topkaya, MD Prof.
~~Pınar Çıragil, MD 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%**

INFECTIOUS DISEASES AND CLINICAL MICROBIOLOGY Theoretical Program Week I November 16 – 23, 2020

	Monday	Tuesday	Wednesday	Thursday	Friday	Monday
09.00- 09.50	**Introductory Session** (Introduction to IDCM) *Meral Sönmezoğlu*	**Lecture** Crimean Congo Hemorrhagic Fever *Meral Sönmezoğlu*	**Lecture** Specimen Selection, Collection and Processing in Clinical Microbiology Tests *Aynur Eren Topkaya*	**Lecture** Gastrointestinal Tract Infections *Meral Sönmezoğlu*	**Independent Learning**	**Assessment Session**
10.00- 10.50	**Lecture** Central Nervous System Infections *Meral Sönmezoğlu*	**Lecture** Acute Viral Hepatitis *Meral Sönmezoğlu*	**Lecture** Direct and Indirect Test Methods in Clinical Microbiology *Aynur Eren Topkaya*	**Lecture** Parasitic Infections *Meral Sönmezoğlu*	**Lecture** Infective Endocarditis *Meral Sönmezoğlu*	**Program Evaluation Session** Review of The Exam Questions, Evaluation of the Clerkship Program *Head of the Department* **Independent Learning**
11.00- 11.50	**Lecture** HIV Infection and AIDS *Meral Sönmezoğlu*	**Lecture** Sterilization, Disinfection and Antisepsis *Meral Sönmezoğlu*	**Lecture** Antimicrobial Resistance *Aynur Eren Topkaya*	**Lecture** Health Care Associated Infections *Meral Sönmezoğlu*	**Lecture** Fever of Unknown Origin *Meral Sönmezoğlu*	
12.00- 12.50	**Lunch**	**Lunch**	**Lunch**	**Lunch**		**Lunch**
13.00- 13.50	**Lecture** Brucellosis *Meral Sönmezoğlu*	**Lecture** Viral Exanthems *Meral Sönmezoğlu*	**Lecture** Lower Respiratory Tract Infections *Meral Sönmezoğlu*	**Lecture** Urinary Tract Infections *Meral Sönmezoğlu*	**Lecture** Infections in Immuncomprimised Patients *Meral Sönmezoğlu*	**Independent Learning**
14.00- 14.50	**Lecture** Sepsis *Meral Sönmezoğlu*	**Lecture** Tuberculosis *Meral Sönmezoğlu*	**Lecture** Upper Respiratory Tract Infections *Meral Sönmezoğlu*	**Lecture** Antibiotics and Rational Use of Antibiotics *Meral Sönmezoğlu*	**Lecture** Infections in Elderly *Meral Sönmezoğlu*	**Independent Learning**
15.00- 15.50	**Lecture** Skin and Soft Tissue Infections *Meral Sönmezoğlu*	**Independent Learning**	**Lecture** Immunization and Prophylaxis *Meral Sönmezoğlu*	**Independent Learning**	**Independent Learning**	**Independent Learning**
16.00-18.00	**Independent Learning**	**Independent Learning**	**Independent Learning**	**Independent Learning**	**Independent Learning**	

Week 2

Infectious Diseases and Clinical Microbiology Clerkship (IDCM) Practice Program

	Monday	Tuesday	Wednesday	Thursday	Friday
09.00- 11.50	**Laboratory Experience** *Aynur Eren* *4 students*	**Laboratory Experience** *Aynur Eren* *4 students*	**Laboratory Experience** *Aynuı Eren* *4 students*	**Laboratory Experience** *Aynur Eren* *4 students*	**Assessment Session**
12.00- 12.50	**Lunch**	**Lunch**	**Lunch**	**Lunch**	**Lunch**
13.00- 13.50	**Clinical Experience (Outpatient)** *Meral Sönmezoğlu* *4 students*	**Clinical Experience (Outpatient)** *Meral Sönmezoğlu* *4 students*	**Clinical Experience (Outpatient)** *Meral Sönmezoğlu* *4 students*	**Clinical Experience (Outpatient)** *Meral Sönmezoğlu* *4 students*	**Program Evaluation Session** Evaluation of the Clerkship Program *Head of the Department*
14.00- 14.50	**Clinical Experience (Inpatient)** *Meral Sönmezoğlu* *4 students*	**Clinical Experience (Inpatient)** *Meral Sönmezoğlu* *4 students*	**Clinical Experience (Inpatient)** *Meral Sönmezoğlu* *4 students*	**Clinical Experience (Inpatient)** *Meral Sönmezoğlu* *4 students*	**Independent Learning**
15.00- 15.50	**Independent Learning**	**Independent Learning**	**Independent Learning**	**Independent Learning**	**Independent Learning**
16.00 – 16.50	**Independent Learning**	**Independent Learning**	**Independent Learning**	**Independent Learning**	**Independent Learning**
17.00 – 17.50	**Independent Learning**	**Independent Learning**	**Independent Learning**	**Independent Learning**	**Independent Learning**

PEDIATRIC SURGERY TRAINING PROGRAM
(Lecture 1 week + Practice 3 days)

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

PEDIATRIC SURGERY Theoretical Program

Week 1 November 24 – 30, 2020

	Tuesday (Online Meet Session)	Wednesday (Pre-recorded Google Drive Videos)	Thursday (Pre-recorded Google Drive Videos)	Friday (Pre-recorded Google Drive Videos)	Monday
9:00-10-00	**Introductory Session** *Şafak Karaçay*	**Lecture** Nonobstructive Pediatric Urological Pathologies *Sevim Yener Turan*	**Lecture** GI Obstruction of Newborn *Ceyhan Şahin*	Surgical GI Bleeding in Children *Tuba Güvenç*	**Assessment Session**
10:15-11:00	**Lecture** Child and Surgery *Şafak Karaçay*	**Lecture** Obstructive Pediatric Urological Pathologies *Sevim Yener Turan*	**Lecture** GI Obstruction of Newborn *Ceyhan Şahin*	Surgical GI Bleeding in Children *Tuba Güvenç*	
11:15-12:00	**Lecture** Newborn as a Surgical Patient *Şafak Karaçay*	**Lecture** Trauma in Children *Semih Mirapoğlu*	**Lecture** Caustic Ingestions and Foreign Body Ingestions in Chidren *Mehmet Arpacık*	**Lecture** Hirschsprung's Disease and Constipation *Ceyhan Şahin* *PRACTICAL VIDEOS	
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 Kaymakçı*	**PEDIATRIC SURGERY CASE REVIEWS *Şafak Karaçay*	**Program Evaluation Session** Review of The Exam Questions, Evaluation of the Clerkship Program *Şafak Karaçay*
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 Kaymakçı*	**PEDIATRIC SURGERY PRACTICES *Şafak Karaçay*	
15:15- 16:00	**Lecture** Burns in Children *Şafak Karaçay*	**Lecture** Scrotal Pathologies of Children *Mehmet Arpacık*	**Lecture** Biliary Atresia and Obtr. Jaundice *Semih Mirapoğlu*	**Independent Learning**	
16.15 –17.00	**Lecture** Solid Tumors in Children *Şafak Karaçay* ~~*Zeliha Akış Yıldız*~~	**Independent Learning**	**Independent Learning**	**Independent Learning**	**Independent Learning**
17.15 -18.00	**Lecture** Solid Tumors in Children *Şafak Karaçay* ~~*Zeliha Akış Yıldız*~~	**Independent Learning**	**Independent Learning**	**Independent Learning**	**Independent Learning**

***, ** See next page for explanation**

Practical Program

	Day 1	Day 2	Day 3
08.30 - 11.00	Operating Room	Operating Room	**Assessment Session** Practice Examination 10:00-12:00
11.00 - 12.30	Lunch Break	Lunch Break	Program Evaluation Session Review of the Exam Questions, Evaluation of the Program
12.30- 15.00	Outpatient Clinic	Outpatient Clinic	**Independent Learning**
15.00 – 18.00	**Independent Learning**	**Independent Learning**	**Independent Learning**

General Review of Pediatric Surgery Theoretical and Practical Data

***Recorded Pediatric Surgery Practice Videos;**
Pink Areas Denote for Recorded Classroom- Drive Videos
Yellow Areas Denote for Online Google Meet Session

NG catheter administration
Foley IU catheter administration
Tracheal Suction
Case Studies in Pediatric Urology
Case Studies in Pediatric Thorax Diseases
Pneumothorax
Closed Tube suction in Pnx
Central IV lines and Care
Genital Examination

** **PEDIATRIC SURGERY CASE REVIEWS Online Google Meet Session**

MEDICAL GENETICS TRAINING PROGRAM

(4 days)

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

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%**

MEDICAL GENETICS Theoretical Program

Week 1 March 01 – 04, 2021

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

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%**

CLINICAL PHARMACOLOGY: RATIONAL PHARMACOTHERAPY – RATIONAL DRUG USE

Group A **October 05 – 14, 2020**

Group B **October 15 – 23, 2020**

Week 1

	Day 1	Day 2	Day 3	Day 4	Day 5
09.00 – 09.50	Introduction to Phase V *İlke Şimşek* Introduction to the Program OSCE and its Specifications Ayşe Gelal	**Lecture** Principles of Rational Prescribing Fatma İşli	**Lecture** Generic Drugs Ayşe Gelal	**Lecture** Rational Drug Use in Pregnancy & Lactation Volkan Aydın	**Lecture** Drug Interactions & Rational Pharmacotherapy Volkan Aydın
10.00 - 10.50	**Lecture** Principles of Rational Pharmacotherapy Ayşe Gelal	**Module** Clinical pharmacology of antihypertensive drugs Moderators: Ayşe Gelal, Volkan Aydın, Fatma İşli	**Module** Hypertension: P-drug Selection Moderators: Ayşe Gelal, Volkan Aydın, Fatma İşli	**Lecture** Rational Drug Use in Children Volkan Aydın	**Module:** Acute Sinusitis: Clinical Pharmacology Moderators: Ayşe Gelal, Volkan Aydın, Fatma İşli
11.00 - 11.50	**Lecture** Personal Drug Selection & MAUA Volkan Aydın		**Module** Hypertension: Case Studies Moderators: Ayşe Gelal, Volkan Aydın, Fatma İşli	**Independent Learning**	
12.00- 12.50	**Lunch**				
13.00 -13.50	**Independent Learning**	**Module** Clinical Pharmacology of Antihypertensive Drugs Moderators: Ayşe Gelal, Volkan Aydın, Fatma İşli	**Module** Acute Sinusitis: Definition of the Problem Moderators: Ayşe Gelal, Volkan Aydın, Fatma İşli	**Module:** Acute Sinusitis: Clinical Pharmacology Moderators: Ayşe Gelal, Volkan Aydın, Fatma İşli	**Module** Acute Sinusitis: P-drug Selection Moderators: Ayşe Gelal, Volkan Aydın, Fatma İşli
14.00 – 14.50	**Module** Hypertension: Definition of the Problem Moderators: Ayşe Gelal & Volkan Aydın & Fatma İşli				
14.50 – 15.50	**Module** Hypertension: Non-drug Treatment Moderators: Ayşe Gelal & Volkan Aydın & Fatma İşli		**Module** Acute Sinusitis: Non-drug Treatment Moderators: Ayşe Gelal, Volkan Aydın, Fatma İşli		**Module** Acute Sinusitis: Case Studies Moderators: Ayşe Gelal, Volkan Aydın, Fatma İşli
16.00 – 18.00	**Independent Learning**	**Independent Learning**	**Independent Learning**	**Independent Learning**	**Independent Learning**

Week 2

	Day 6	Day 7	Day 8		
09.00 - 10.50	**Lecture** Pharmacovigilance Ayşe Gelal & Fatma İşli	**Module** Uncomplicated Urinary Tract Infections: P-drug Selection & Case Studies Moderators: Volkan Aydın & Fatma İşli	**Assessment Session**		
11.00 - 11.50	**Lecture** Rational Drug Use in Elderly Fatma İşli				
12.00- 12.50	**Lunch**		**Program Evaluation Session Review of the Exam Questions Evaluation of the Program**		
13.00 -14.50	**Module** Uncomplicated Urinary Tract Infections: Approach & Clinical Pharmacology Moderator: Volkan Aydın & Fatma İşli	**Independent Learning**			
15.00 – 18.00	**Independent Learning**				

The exact program will be followed in the second group with compensations through the independent learning hours.

FORENSIC MEDICINE TRAINING PROGRAM

(1.5 week)

YEDİTEPE UNIVERSITY FACULTY OF MEDICINE

Sıtkı Tıplamaz, MD. Assist. Prof.

CLERKSHIP	**FORENSICMEDICINE** *Aim of this clerkship is to*;
AIM	1. ***convey*** necessary knowledge on the 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*** the fundamentals of forensic autopsy.
	3. ***define*** the cause, origin, and mechanism of death in forensic cases.
	4. ***outline*** the legal responsibilities in medical practice.
	5. ***explain*** the fundamentals of crime scene investigation and identification
SKILLS	6. ***make*** physical examination of deaths.
	7. ***manage*** forensic death examination document filing.
	8. ***evaluate and examine*** traumatized patients.
	9. ***arrange*** expert report.
	10. ***evaluate*** and ***report*** sexual crimes.
ATTITUDES	11. ***value*** privacy of patients and deceased.
	12. ***maintain*** empathy and effective communication.
COMPETENCIES	13. ***do*** the recognition and management of forensic cases.
	14. ***differentiate*** Natural and Unnatural Deaths
	15***. refer*** to a specialist when necessary

NCC 2020 – Essential Medical Procedures (Forensic Medicine)	Performance Level
Arranging a judicial case report	4
Examination of a judicial case	3
Preparing an expert report	3
Managing judicial cases	3
Examination of deceased	3
Crime scene investigation	2
Performing an autopsy	2
Determine the legal capacity of a person	2
Assessing the disability of a person	1
NCC 2020 – The competencies that must be possessed to effectively manage behavioral, socio-cultural and environmental situations with a holistic understanding (Forensic Medicine)	
Violence	
Violence against healthcare workers	
Mobbing	
Child abuse and neglect	
Legal Responsibilities and Liabilities of Physician	
Accidents	
Death and mourning	
Priority / disadvantaged groups	
Malpractice and unprofessional behavior	
Sexual assault	
Elder abuse and neglect	

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	100%
Total	100%
Other Assessment Methods and Tools	**Proportion (in Pass/Fail Decision)**
Evaluation of Student's Seminar (Without Checklist)	100%
Total	100%
Pass/Fail Decision	**Proportion (in Pass/Fail Decision)**
Pencil-Paper Tests	60%
Other Assessment Methods and Tools	40%
Total	100%

FORENSIC MEDICINE Group B: October 05 – 14, 2020 ; Group A: October 15 – 23, 2020

Week 1

	Day 1	Day 2	Day 3	Day 4	Day 5
09.00- 09.50	**Introductory Session** (Introduction to Forensic Medicine) *Sıtkı Tıplamaz*	**Lecture** Medicolegal Approach to Traumatized Patients *Sıtkı Tıplamaz*	**Lecture** Forensic Psychiatry (Legal Competence/Capacity) *Sıtkı Tıplamaz*	**Lecture** Crime Scene Investigation *Sıtkı Tıplamaz*	**Lecture** Head and Spinal Injuries *Sıtkı Tıplamaz*
10.00- 10.50	Introduction to Phase V *İlke Şimşek* **Lecture** Forensic Medicine in Turkey and Other Main Countries *Sıtkı Tıplamaz*	**Lecture** Pathology of Wounds *Sıtkı Tıplamaz*	**Lecture** Forensic Psychiatry (Criminal Responsibility) *Sıtkı Tıplamaz*	**Lecture** Forensic Aspects of Alcohol, Narcotic and Hallucinogenic Drugs *Sıtkı Tıplamaz*	**Lecture** Chest and Abdominal Injuries *Sıtkı Tıplamaz*
11.00- 11.50	**Lecture** Legal Responsibilities and Liabilities of Physician *Sıtkı Tıplamaz*	**Lecture** Pathology of Wounds (Abrasion, Contusion, and Bruises) *Sıtkı Tıplamaz*	**Lecture** Violence (to Healthcare Workers, Women, Children, Elderlies, Vulnerable Groups) *Sıtkı Tıplamaz*	**Lecture** Poisoning *Sıtkı Tıplamaz*	**Lecture** Transportation Injuries and Unintentional Childhood Injuries *Sıtkı Tıplamaz*
12.00- 12.50	**Lunch**	**Lunch**	**Lunch**	**Lunch**	**Lunch**
13.00- 13.50	**Lecture** Complication vs Malpractice *Sıtkı Tıplamaz*	**Lecture** Pathology of Wounds(Laceration, Blunt Penetrating Injuries, Incised wounds) *Sıtkı Tıplamaz*	**Lecture** Violence (Mobbing, Cyberbullying, Peer Bullying,) *Sıtkı Tıplamaz*	**Lecture** Pathophysiology of Death (Types of Death, The Indication of Death) *Sıtkı Tıplamaz*	**Lecture** Self Inflicted Injuries *Sıtkı Tıplamaz*
14.00- 14.50	**Lecture** Forensic Sciences (Anthropology, Entomology, Toxicology, Ballistic, Document Examination, etc.) *Sıtkı Tıplamaz*	**Lecture** Human Rights Violation and Torture *Sıtkı Tıplamaz*	**Lecture** Child Abuse and Neglect *Sıtkı Tıplamaz*	**Lecture** Pathophysiology of Death (Findings after The Death) *Sıtkı Tıplamaz*	**Lecture** Asphyxia 1 (Suffocation, Strangulation, Suffocation Gases) *Sıtkı Tıplamaz*
15.00- 15.50	**Lecture** Forensic Sciences (Forensic Genetics) *Sıtkı Tıplamaz*	**Lecture** How to Prepare Expert Report (I) *Sıtkı Tıplamaz*	**Lecture** Sexual Abuse and Assault *Sıtkı Tıplamaz*	**Lecture** Pathophysiology of Death (Post Mortem Interval, Post Mortem Chemistry) *Sıtkı Tıplamaz*	**Lecture** Asphyxia 2 (Chemical Asphyxiants) *Sıtkı Tıplamaz*
16.00-18.00	**Independent Learning**	**Independent Learning**	**Independent Learning**	**Independent Learning**	**Independent Learning**

	Day 6	Day 7	Day 8		
09.00- 09.50	**Autopsy Practice*** (Forensic Council of Medicine)	**Lecture** Sudden Death Sıtkı Tıplamaz	**Assessment Session**		
10.00- 10.50	**Autopsy Practice*** (Forensic Council of Medicine)	**Lecture** Sudden Death in Infancy Sıtkı Tıplamaz			
11.00- 11.50	**Autopsy Practice*** (Forensic Council of Medicine)	**Lecture** Immersion Death Sıtkı Tıplamaz			
12.00- 12.50	**Lunch**	**Lunch**	**Lunch**		
13.00- 13.50	**Autopsy Practice*** (Forensic Council of Medicine)	**Lecture** Electrical Fatalities Sıtkı Tıplamaz	**Assessment Session**		
14.00- 14.50	**Autopsy Practice*** (Forensic Council of Medicine)	**Lecture** Gunshot and Explosion Deaths Sıtkı Tıplamaz			
15.00- 15.50	**Autopsy Practice*** (Forensic Council of Medicine)	**Lecture** How to Prepare Expert Report (II) Sıtkı Tıplamaz	**Program Evaluation Session** Review of the Exam Questions, Evaluation of the Program Sıtkı Tıplamaz		
16.00-18.00	**Independent Learning**	**Independent Learning**			

*If there is an unexpected condition, other learning methods/tools (e.g. videos, PowerPoint presentation, etc.) will be used.

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.

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

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 how manyth:	

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

Faculty Secretary :
Tel: +90 216 578 00 00 (3005)

Dean Secretary:
Tel: +90 216 578 05 05 – 06
Fax: +90 216 578 05 75

Student Affairs :
Tel: 0216 578 06 86

Documents Affairs:
Tel: 0216 578 05 93

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

Co-coordinators:

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

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

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

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

Address:

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

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

YEDİTEPE UNIVERSITY
FACULTY of MEDICINE

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

+ 90 216 578 00 00

Student Affairs
+90 216 578 06 86

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