



**MUĞLA SITKI KOÇMAN UNIVERSITY FACULTY of MEDICINE  
PHASE 3  
ENGLISH MEDICINE PROGRAM**

**2023/2024 Academic Year**

**Committee 6 GUIDEBOOK**

**Prepared By:**

**PHASE 3 COORDINATOR AND VICE-COORDINATORS**

# PREFACE

**Dear Students,**

Welcome to the phase 3 committee 6 which is an important part of your education.

This guide describes what you will learn and perform during your committee program, the rules you must follow in the committee, and the working conditions. We wish you all success with the belief that this guide will guide you through the committee.

**Phase 3 Coordinatorship**

## GENERAL INFORMATION on COURSE

<b>Year</b>	Phase 3
<b>Level of Course</b>	First Cycle
<b>Required/Elective</b>	Required
<b>Language</b>	English
<b>Course Code(s)</b>	MED 3600
<b>Course Title</b>	Public Health, Family Medicine, And Ethics
<b>Duration of the course</b>	7 weeks
<b>ECTS:</b>	11

## TEACHING STAFF

<b>Phase Coordinator</b>	Assoc.Prof.Dr. Nesrin FİLİZ BAŞARAN
<b>Vice -Coordinators</b>	Assoc.Prof.Dr. Yelda DERE Assoc.Prof.Dr. Ercan SARUHAN Assoc.Prof.Dr. Edip Güvenç ÇEKİÇ
<b>Head of the Committee</b>	Asist.Prof.Dr. Hatice DEMİR KÜRECI
<b>Teaching staff of the Committee Program</b>  <b>(Disciplines and special interests should be noted)</b>	<p><b>Medical Pharmacology</b> Assoc.Prof.Dr. Edip Güvenç ÇEKİÇ</p> <p><b>Clinical Microbiology</b> Asist.Prof.Dr. Alper AKSÖZEK Asist.Prof.Dr. Burak Ekrem ÇİTİL</p> <p><b>Medical Genetics</b> Assoc.Prof.Dr. Evren GÜMÜŞ</p> <p><b>Public Health</b> Prof. Dr. Metin PIÇAKÇIEFE Asist.Prof.Dr. Bahadır DEDE Asist.Prof.Dr. Şehbal YEŞİLBAŞ</p> <p><b>Family Medicine</b> Prof. Dr. E. Neşe YENİÇERİ Asist.Prof.Dr. Betül BATTALOĞLU İNANÇ</p> <p><b>Clinical Ethics</b> Prof. Dr. Müesser ÖZCAN Asist.Prof.Dr. Hatice DEMİR KÜRECI</p>

## TEACHING METHODS-TECHNIQUES

<b>Theoretical</b>	
	Classroom Lesson
<b>Practice</b>	
	Laboratory Studies
<b>Structured Free Study Hours</b>	
<b>Problem Based Learning</b>	

## PHYSICAL SPACES

<b>Classrooms and Study Areas</b>	1. Faculty of Medicine Classroom-III
-----------------------------------	--------------------------------------

## RELATED LEGISLATION

<http://www.tip.mu.edu.tr/tr/ilgili-mevzuat-6641>

## COMMITTEE CLASS HOURS DISTRIBUTION

Course Lessons	Theoretical	Practice	Total
Medical Pharmacology	9	-	9
Clinical Microbiology	6	-	6
<b>Introduction to Clinical Sciences</b>			
Public Health	60	4	64
Family Medicine	24	2	26
Clinical Ethics	16	20	36
Medical Genetics	3		3
PBL	12	-	12
<b>Total</b>	130	26	156

## AIM(S) of the COMMITTEE

1.	In this committee, it is aimed that the students have information about the protection of public health, health promotion, primary health care services and health organization, family medicine and public health, and learn epidemiological methods.
2.	In this committee, it is aimed that students have knowledge about toxicology and rational drug use principles and prescribing rules.
3.	In this committee, it is aimed that the students understand the screening methods in genetic diseases.
4.	In this committee, it is aimed that the students have knowledge about the solution of ethical problems encountered in the clinic.
5.	In this committee, it is aimed that students learn microbiological methods for the diagnosis of epidemic diseases.

## OBJECTIVE(S) of the COMMITTEE

1.	To be able to explain the basic features of family medicine, its origin and development, the definition of primary health care and preventive medicine
2.	To be able to gain knowledge and skills in the protection of public health such as adult vaccination and chronic disease management
3.	To be able to explain health promoting practices such as smoking and tobacco use, smoking cessation counseling
4.	To be able to discuss diagnostic microbiological methods in zoonotic, food and waterborne infections, to be able to define sample processing processes such as appropriate sample selection, collection and transport, and to be able to gain knowledge and skills
5.	To be able to explain and apply the basic principles of prescription writing rules and rational drug use
6.	To be able to discuss evidence-based medicine practices
7.	To be able to explain the basic concepts of toxicology
8.	To be able to explain the principles of traditional herbal medicinal products, pharmacogenetics, and pharmacovigilance

9.	To be able to recognize ethical dilemmas in related fields and to be able to suggest solutions for solving ethical problems
10.	To be able to manage the diagnosis-treatment process in accordance with human dignity and rights and to be able to make ethical evaluations
11.	To be able to understand the contribution of early diagnosis of genetic diseases to treatment, to be able to interpret test results and to be able to inform patients
12.	To be able to explain Turkey's health problems, to be able to explain the health organization model
13.	To be able to explain financing and management of health systems
14.	To be able to explain epidemiological concepts, research types, criteria used
15.	To be able to explain epidemic investigation, control, and protection methods
16.	To be able to discuss the effects of demographic and environmental changes on public health
17.	To be able to discuss the concept of occupational health, prevention policies and practices, occupational diseases, prevention methods and measures
18.	To be able to explain the general problems of the elderly population and comprehensive geriatric evaluation
19.	To be able to comprehend the concepts, theories, teachings that form the basis of medical ethics and the ethical dimension of the patient-physician relationship

## INTENDED LEARNING OUTCOME(S)

1.	Can explain the basic features of family medicine, its origin and development, the definition of primary health care and preventive medicine.
2.	Can gain knowledge and skills in the protection of public health such as adult vaccination and chronic disease management.
3.	Can explain health promoting practices such as smoking and tobacco use, smoking cessation counseling.
4.	Can discuss diagnostic microbiological methods in zoonotic, food and waterborne infections, can define sample processing processes such as appropriate sample selection, collection and transport, and can gain knowledge and skills.
5.	Can explain and apply the basic principles of prescription writing rules and rational drug use.

6.	Can discuss evidence-based medicine practices.
7.	Can explain the basic concepts of toxicology.
8.	Can explain the principles of traditional herbal medicinal products, pharmacogenetics and pharmacovigilance.
9.	Can recognize ethical dilemmas in related fields and can suggest solutions for solving ethical problems.
10.	Can manage the diagnosis-treatment process in accordance with human dignity and rights and can make ethical evaluations.
11.	Can understand the contribution of early diagnosis of genetic diseases to treatment, can interpret test results and can inform patients.
12.	Can explain Turkey's health problems, can explain the health organization model
13.	Can explain financing and management of health systems.
14.	Can explain epidemiological concepts, research types, criteria used.
15.	Can explain epidemic investigation, control and protection methods.
16.	Can discuss the effects of demographic and environmental changes on public health.
17.	Can discuss the concept of occupational health, prevention policies and practices, occupational diseases, prevention methods and measures.
18.	Can explain the general problems of the elderly population and comprehensive geriatric evaluation.
19.	Can comprehend the concepts, theories, teachings that form the basis of medical ethics and the ethical dimension of the patient-physician relationship.



## RECOMMENDED RESOURCE(S)

### KEY RESOURCE(S)

<b>Recommended Reading/ Studying materials</b>	<p>1-McWhinney'in Aile Hekimliği Thomas R. Freeman</p> <p>2- Current Aile Hekimliği-Tanı ve Tedavi Yazar: Kolektif Yayınevi: Güneş Tıp Kitabevleri</p> <p>3-Lange Aile Hekimliği Mark B. MENGEL, L. Peter SCHWIEBERT</p> <p>4-Halk Sağlığı - Temel Bilgiler. Çağatay Güler , Levent Akn. 3 Cilt. 3.Baskı. Hacettepe Üniversitesi Yayınları, Ankara, 2015.</p> <p>5-Oxford Textbook of Global Public Health. Roger Detels. Sixth edition. Oxford University Press 2015.</p> <p>6-Principles of Epidemiology in Public Health Practice. Third Edition. Centers for Disease Control and Prevention (CDC) Office of Workforce and Career Development Atlanta, GA 30333, Updated May 2012.</p>
--	---

## ASSESSMENT and EVALUATION

### COMMITTEE EXAM SCHEDULE

07 June 2024

### COMMITTEE QUESTION DISTRIBUTION

Board Lessons	Number of questions
Medical Pharmacology	7
Clinical Microbiology	5
Public Health	47
Family Medicine	19
Introduction to Clinical Ethics	20
Medical Genetics	2
Professional Skills	10
Problem Based Learning	10
<b>TOTAL SCORE</b>	<b>100</b>

**ASSESSMENT AND EVALUATION IN COMMITTEE EVALUATION EXAM**

Activities	Number	Value (%)
Practice exam	-	-
Oral exam	-	-
Problem Based Learning Session Evaluation	1	10
Professional Skills Practice Exam	1	10
Written exam	1	80
<b>Total</b>	<b>2</b>	<b>100</b>

**COMMITTEE EXAM SPECIFICATION TABLE**

Objective	Training method	Assessment method	Exam score distribution
To be able to explain the basic features of family medicine, its origin and development, the definition of primary health care and preventive medicine	T, P	MCE, PE	28
To be able to gain knowledge and skills in the protection of public health such as adult vaccination and chronic disease management	T, P	MCE, PE	3
To be able to explain health promoting practices such as smoking and tobacco use, smoking cessation counseling	T, P	MCE, PE	3
To be able to discuss diagnostic microbiological methods in zoonotic, food and waterborne infections, to be able to define sample processing processes such as appropriate sample selection, collection and transport, and to be able to gain knowledge and skills	T, P	MCE, PE	3
To be able to explain and apply the basic principles of prescription writing rules and rational drug use	T, P	MCE	3

To be able to discuss evidence-based medicine practices	T, P	MCE	3
To be able to explain the basic concepts of toxicology	T, P	MCE	3
To be able to explain the principles of traditional herbal medicinal products, pharmacogenetics, and pharmacovigilance	T, P	MCE	3
To be able to recognize ethical dilemmas in related fields and to be able to suggest solutions for solving ethical problems	T, P	MCE	3
To be able to manage the diagnosis-treatment process in accordance with human dignity and rights and to be able to make ethical evaluations	T	MCE	2
To be able to understand the contribution of early diagnosis of genetic diseases to treatment, to be able to interpret test results and to be able to inform patients	T	MCE	2
To be able to explain Turkey's health problems, to be able to explain the health organization model	T	MCE	2
To be able to explain financing and management of health systems	T	MCE	2
To be able to explain epidemiological concepts, research types, criteria used	T	MCE	2
To be able to explain epidemic investigation, control, and protection methods	T	MCE	1
To be able to discuss the effects of demographic and environmental changes on public health	T	MCE	1
To be able to discuss the concept of occupational health, prevention policies and practices, occupational diseases, prevention methods and measures	T, P	MCE, PE	23
To be able to explain the general problems of the elderly population and comprehensive geriatric evaluation	T, P	MCE, PE	23
To be able to comprehend the concepts, theories, teachings that form the basis of medical ethics and the ethical dimension of the patient-physician relationship	T, P	MCE, PE	23

T: Theoretical education, P: Practical education, SSM: Special Study Module, MC: Multiple choice exam, PE: Practical Exam.

<b>Faculty of Medicine</b> <b>English Medicine Program</b> <b>Phase 3</b> <b>Committee 6</b> <b>Competence Matrix</b>													
Course	PO1	P02	PO3	PO4	PO5	P06	P07	P08	P09	PO10	PO11	PO12	PO13
Phase 3 Committee 6	5	5	2	3	1	1	3	1	2	1	1	4	4
<p>* Completed according to the following program outcomes. (Score from 0 to 5.)            PO: Program Outcomes of Faculty of Medicine</p> <p><b>PO Link:</b> <a href="https://muweb.mu.edu.tr/tr/program-yeterlilikleri-6598?site=tip.mu.edu.tr">https://muweb.mu.edu.tr/tr/program-yeterlilikleri-6598?site=tip.mu.edu.tr</a></p>													

## COURSE CONTENT OF THE COMMITTEE

<b>Course content</b>	<p><b>Medical Pharmacology</b>  Drug treatment selection and application techniques in evidence-based medicine  Traditional Herbal Medicinal Products and other over-the-counter products  Introduction to toxicology: Environmental Pollutants and Heavy metal poisoning  Prescribing rules  Using medicine with care  P-drug selection  Pharmacogenetics  Pharmacovigilance</p> <p><b>Clinical Microbiology</b>  Food and water hygiene, laboratory tests and evaluation of results  Laboratory tests of zoonotic infections and evaluation of results  Bioterrorism Agents</p> <p><b>Family Medicine</b>  Clinical method in family medicine, undifferentiated  Family Dynamics and Family Life Cycle  Domestic Violence  Family Planning Counseling  Chronic Disease Management  15-49 Age Follow-up in Primary Care  Pregnant Follow-up in Primary Care  Postpartum Follow-up in Primary Care  Traditional and Complementary Medicine  Healthy Diet and Exercise Recommendations  Origin and development of family medicine  Basic principles of family medicine and biopsychosocial approach  Being Healthy-Health  Adult Vaccination-I -Influenza  Adult Vaccination-II -Pneumococcus  Chronic Disease Management  Elderly Health Overview  Geriatric Syndromes -I  Geriatric Syndromes -II  Comprehensive Geriatric Evaluation  Polypharmacy and drug interaction in the elderly patient  Nutrition in the Elderly  Home Health-Palliative Care  Don't Deliver Bad News  Smoking Truth and Challenge  Smoking Cessation Counseling</p> <p><b>Public Health</b>  Management in health services-1  Management in health services-2</p>
-----------------------	--

	<p>Health systems  Health financing methods  Basic health services  Country examples  Family health and health relationship  Social medicine and its principles  Mother-child health-1  Mother-child health-2  Community health centers  Job descriptions and responsibilities of employees in the community health center  Introduction to epidemiology; concept, history, methods  Areas of use of epidemiological methods  descriptive epidemiology; person, place, time characteristics  Criteria used in epidemiology  Types of epidemiological research  Cross-sectional studies  Case-control studies  Future research (cohort)  Reproductive health-1  Reproductive health-2  Health level criteria-1  Health level criteria-2  Infectious diseases epidemiology-1  Infectious diseases epidemiology-2  Notification systems of infectious diseases  Basic tools-control programs for the prevention of communicable diseases  Outbreak review  Outbreak control and protection  Community nutrition-1  Community nutrition-2  Population and health  Population structure, change and policies in our country  Global warming and health  Residential health and safety  Air pollution and health safety-1  Air pollution and health security-2  Food and safety  Water and sanitation-1  Water and sanitation-2  Introduction to occupational health; concept, history, fields of study  Occupational health and safety protection policies and application principles  Occupational accidents-1  Occupational accidents-2  Introduction to occupational diseases  Legal regulations, risks, protection and precaution in occupational diseases  Protection and prevention  Occupational risks of healthcare workers  Protection and prevention  school health  Establishing a Business and Working Licensing (Non-sanitary establishments)</p>
--	---

	<p>Chronic diseases-1  Chronic diseases-2  Health education  Health promotion  Chronic patients control programs-1  Chronic patients control programs-2  Aging, aging, community aging  Health and social problems of the elderly</p> <p><b>Clinical Ethics</b>  Clinical ethics: Ethical dilemma, ethical problem, ethical decision and decision maker, Ethical decision making models  Ethical Issues in Beginning of Life: Family Planning, Abortion, Artificial Insemination - New Reproductive Techniques  Ethical Issues Regarding End of Life: Withholding/Termination of Treatment, Right to Die; Assisted Suicide, euthanasia  Justice in Medicine: Fair sharing of scarce resources  Ethical Issues in Advanced Medical Technologies  Vulnerable groups (children, elderly, disabled, detainees, etc.)  Medical Genetics  The importance of screening and early diagnosis in genetic diseases  population genetics  Ability to read genetic test results correctly  Nuances Regarding Inheritance Patterns</p>
--	--

## THE RELATIONSHIP WITH THE LEARNING OBJECTIVES AND THE ACTIVITY IN THE TRAINING PROGRAM

COMMITTEE PROGRAM RELATION MATRIX WITH OBJECTIVES	
COURSE CONTENT	RELATED AIMS, OBJECTIVES AND ACHIEVEMENTS
<b>Medical Pharmacology</b>	
Drug treatment selection and application techniques in evidence-based medicine	1
Traditional Herbal Medicinal Products and other over-the-counter products	1
Introduction to toxicology: Environmental Pollutants and Heavy metal poisoning	1
Prescribing rules	1
Using medicine with care	1
P-drug selection	1
Pharmacogenetics	1
Pharmacovigilance	1
<b>Clinical Microbiology</b>	1
Food and water hygiene, laboratory tests and evaluation of results	1
Laboratory tests of zoonotic infections and evaluation of results	1
Bioterrorism Agents	2
<b>Family Medicine</b>	
Clinical method in family medicine, undifferentiated	2
Family Dynamics and Family Life Cycle	11
Domestic Violence	14
Family Planning Counseling	16



Chronic Disease Management	15
15-49 Age Follow-up in Primary Care	7
Pregnant Follow-up in Primary Care	5
Postpartum Follow-up in Primary Care	5
Traditional and Complementary Medicine	6
Healthy Diet and Exercise Recommendations	6
Origin and development of family medicine	6
Basic principles of family medicine and biopsychosocial approach	6
Being Healthy-Health	5
Adult Vaccination-I -Influenza	7
Adult Vaccination-II -Pneumococcus	7
Chronic Disease Management	5
Elderly Health Overview	5
Geriatric Syndromes -I	6
Geriatric Syndromes -II	6
Comprehensive Geriatric Evaluation	6
Polypharmacy and drug interaction in the elderly patient	7
Nutrition in the Elderly	8
Home Health-Palliative Care	9
Don't Deliver Bad News	9
Smoking Truth and Challenge	9
Smoking Cessation Counseling	9
<b>Public Health</b>	
Management in health services-1	9
Management in health services-2	2
Health systems	3
Health financing methods	3
Basic health services	2
Country examples	2

Family health and health relationship	3
Social medicine and its principles	2
Mother-child health-1	2, 3
Mother-child health-2	2, 3
Community health centers	14
Job descriptions and responsibilities of employees in the community health center	17
Introduction to epidemiology; concept, history, methods	17
Areas of use of epidemiological methods	17
descriptive epidemiology; person, place, time characteristics	17
Criteria used in epidemiology	17
Types of epidemiological research	17
Cross-sectional studies	17
Case-control studies	17
Future research (cohort)	17
Reproductive health-1	17
Reproductive health-2	17
Health level criteria-1	17
Health level criteria-2	17
Infectious diseases epidemiology-1	17
Infectious diseases epidemiology-2	17
Notification systems of infectious diseases	17
Basic tools-control programs for the prevention of communicable diseases	17
Outbreak review	17
Outbreak control and protection	17
Community nutrition-1	17
Community nutrition-2	11
Population and health	12
Population structure, change and policies in our country	10

Global warming and health	10
Residential health and safety	10
Air pollution and health safety-1	11
Air pollution and health security-2	11
Food and safety	11
Water and sanitation-1	11
Water and sanitation-2	12
Introduction to occupational health; concept, history, fields of study	12
Occupational health and safety protection policies and application principles	12
Occupational accidents-1	11
Occupational accidents-2	11
Introduction to occupational diseases	15
Legal regulations, risks, protection and precaution in occupational diseases	15
Protection and prevention	15
Occupational risks of healthcare workers	15
Protection and prevention	15
School health	13
Establishing a Business and Working Licensing (Non-sanitary establishments)	13
Chronic diseases-1	13
Chronic diseases-2	13
Health education	10
Health promotion	10
Chronic patients control programs-1	8
Chronic patients control programs-2	8
Aging, aging, community aging	8
Health and social problems of the elderly	8

<b>Clinical Ethics</b>	
Clinical ethics: Ethical dilemma, ethical problem, ethical decision and decision maker, Ethical decision making models	19
Ethical Issues in Beginning of Life: Family Planning, Abortion, Artificial Insemination - New Reproductive Techniques	19
Ethical Issues Regarding End of Life: Withholding/Termination of Treatment, Right to Die; Assisted Suicide, euthanasia	19
Justice in Medicine: Fair sharing of scarce resources	19
Ethical Issues in Advanced Medical Technologies	19
Vulnerable groups (children, elderly, disabled, detainees, etc.)	19
Medical Genetics	19
The importance of screening and early diagnosis in genetic diseases	19
population genetics	19
Ability to read genetic test results correctly	19
Nuances Regarding Inheritance Patterns	19

# **DUTIES and RESPONSIBILITIES OF STUDENTS and OTHER ISSUES**

## **EDUCATIONAL PROGRAM**

1. Education in the faculty is carried out with an integrated system, the subjects and hours of which are arranged on the basis of coordination.
2. Education; In Phase I, Phase II and Phase III, it consists of common compulsory and elective courses with course committees conducted in an integrated system. In Phase I, Phase II and Phase III, one year is a whole and is considered as a single course, excluding common compulsory and elective courses.

## **LESSONS**

1. Each semester in the faculty's education program is a prerequisite for the next semester. Except for the common compulsory courses and elective courses, it is not possible to proceed to the next semester without completing all the courses, practices and courses of a semester.
2. Students who fail common compulsory and elective courses in Phase I, Phase II and Phase III continue to the next semester. However, students must be successful in these courses before starting Phase IV.

## **ECTS:**

1. The sum of course credits for an academic year is 60 ECTS.
2. In order to graduate from the Faculty of Medicine at the end of 6 years of education, the minimum graduation credit must be 360 ECTS and the overall grade point average must be at least 2.00.

## **OBLIGATION TO CONTINUE**

1. The principles regarding the attendance of students in Phase I, Phase II and Phase III are as follows:
2. Attendance at the faculty is compulsory. The follow-up method of attendance at the faculty is determined by the Dean's Office.
3. Each of the committees in Phase I, Phase II and Phase III are evaluated within itself. A student who does not attend more than 30% of the theoretical courses in these course

committees, with or without an excuse, receives a zero grade from that course committee and cannot take the exam.

4. In Phase I, Phase II and Phase III, students who exceed 30% in all theoretical courses in a phase, whether or not they have an excuse for absenteeism, are not entitled to take the final and make-up exams. These students are given a TT grade.

5. With or without an excuse, a student who does not attend more than 20% of the total practical course hours of the department with 10 or more practical lessons is not taken to the practical exam of that department and the practice grade is evaluated as zero. In this case, the student is treated as having a score under the threshold from the practical exam separately.

6. With or without an excuse, a student who does not attend two hours of the practical courses of the department with less than 10 hours of practical lessons in a course committee is not taken to the practical exam of that department and the practice grade is evaluated as zero. In this case, the student is treated as having a score under the threshold from the practical exam separately.

7. Professional (vocational) skills practices are evaluated as a whole. If the total professional skills practices in a course committee are less than 10 hours, the student who does not participate in the 2 course hours, and if the total professional skills practices in the course committee are more than 10 hours, the student who does not attend more than 20% of the total course hours, the professional skills practice / application grade in that course committee is evaluated as zero. In this case, the student will be below the threshold in addition to the professional skills practice/practice exam.

#### **RECOGNITION OF PRIOR EDUCATION**

1. Students apply to the Dean's Office with a petition **within the first week of the academic year** in order to have the courses they have taken and succeeded from other higher education institutions recognized and adapted.

2. In the petition, the courses they want to be exempted from and the grades they get from these courses are clearly stated. In the annex of the petition, documents approved by the official authorities regarding their previous education, the grades of the courses they have previously completed, and their content are submitted.

#### **EVALUATION OF SUCCESS IN PHASE I, PHASE II, PHASE III EXAMS**

1. The following principles are followed in calculating the exam grades of the course committees:
2. Board exams are made as written exams and/or by using alternative methods such as homework/project. Exams can be conducted face-to-face and/or using digital facilities. In addition to the written exams, practical-practice and/or oral exams can be made by using face-to-face and/or digital facilities in the committees with practice. Different assessment methods can be determined for problem-based teaching, vocational skills training and other similar training practices.
3. The total grade of practical courses and their distribution according to the courses, the grade weight of the vocational skills practices, problem-based teaching (PBL) and other similar education and examination practices and the distribution according to the boards are determined by the Phase coordinators in line with the content of the education-training program.
4. In a course committee exam, each course and practice/practice exam has its own threshold. The threshold limit is 50%. If the student gets a grade below 50% in one or more of the courses that make up the board in the course committee exam, the score difference between the score obtained in that branch and 50% of the total score of that branch is deducted from the total score of the exam, and the exam grade of that course committee is determined. For the courses whose number of questions is less than 5% of the total number of questions in that exam, the relevant phase coordinator may decide to combine the dam application. Theoretical and practical points of the courses that make up the course committee are added together, and the course board exam score is found.
5. If the result is negative in the calculation of the total score of the course committee, this score is evaluated as zero.
6. Phase committees average grade: To calculate the phase committees average grade point; The ECTS value of each committee in that period is multiplied by the coefficient of the letter grade received from that committee. The values found as a result of the multiplication are added together and the total value obtained is divided by the total ECTS value of these committees. The resulting average is displayed as two decimal places.
7. Course committees are made by using alternative methods such as end-of-Phase (final) and make-up exams, written exams and/or homework/projects. Exams can be conducted face-to-face and/or using digital facilities. In addition to the written exams, a practical (practice) and/or oral exam can also be conducted using face-to-face and/or digital facilities.

8. In order to be considered successful, it is obligatory to get at least 50 points from the course committees end-of- Phase exam or the course committees make-up exam.

9. The final grade of the course committees is the grade obtained by adding 60% of the average grade of the course committees and 40% of the grade received from the final exam. In the calculation of the final grade of the students who fails, the grade taken from the make-up exam is taken as a basis instead of the grade from the final exam. In order for the student to move up to the next grade, he/she must get at least 50 from the course committees end-of-Phase exam or make-up exam, and The final grade of the course committees must be at least 60 out of 100.

10. The provisions of Muğla Sıtkı Koçman University Associate and Undergraduate Education Regulations published in the Official Gazette dated 27/8/2011 and numbered 28038 are applied in the conduct of common compulsory courses and non-TIP/MED coded elective/compulsory courses and in the evaluation of their exams.

#### **RIGHT TO EXEMPTION FROM THE END OF PHASE (FINAL) EXAM**

1. Students with an average grade of 85 and above in the course committees and a score of at least 60 and above from each course committee are not required to take the end-of- Phase exam. The average grade of the course committees of the students who have the right to be exempted from the end-of- Phase exam is accepted as the end-of- Phase success grade of the course committees.

2. Students who want to take the the end-of- Phase exam, although they have obtained the right to be exempted from the end-of- Phase exam, must notify the Dean's Office in writing at least 7 days before the exam date. For students who take the end-of- Phase exam in order to raise their grades, the end-of- Phase exam score is taken into consideration when calculating the final grade of the course committees.

#### **PHASE REPEAT**

1. A student whose end-of- Phase exam grade or make-up exam grade and course committees end-of-semester success grade is below the scores specified in this regulation is considered unsuccessful and failed in the class. These students repeat that semester one more time and retake the exams. In these repetitions, students are obligated to attend classes.

#### **RESPONSIBILITIES**

1. They strive to make the classroom atmosphere nurturing to learning.



2. They are fair in their judgments about their friends and respectful of the existence of all people in the resolution of conflicts.
3. They respect cultural differences.
4. They are intolerant of all kinds of discrimination.
5. They maintain academic integrity and act accordingly.
6. They take an impartial attitude towards research, explain the results accurately, and state the studies and ideas that have been made or developed by others.
7. They act in a respectful and cooperative manner in interaction with all members of the healthcare team.
8. Take care of their appearance, be present in a professional and clean manner, and do not wear clothing and jewelry (jewelry, tattoos, or other symbols) that may interfere with the physical care of patients or communication with them.
9. They behave professionally in 9th grade classes, in clinical settings, in the way of speaking before the patient, reliability and appearance.
10. In their clinical practice, they always carry the university's identity or name badges on their aprons.
11. They introduce themselves to patients and their relatives as "**medical students**".
12. They participate in all clinical practices they are assigned to and inform the relevant people about their excuses in advance.
13. Respect the privacy of patients when interacting with them.
14. They consider confidentiality a fundamental obligation in patient care.
15. In their interaction with patients, instructors cannot act without their supervision or knowledge.
16. They keep all medical records related to patient care confidential and ensure that educational discussions about these records are held in accordance with the principles of confidentiality.
17. They report any illegal and unprofessional practices they observe to the authorities.
18. They make discussions about hospital staff and patients in a way that no one can hear except in common areas.
19. They treat patients and their relatives, as well as other members of the healthcare team, with respect and seriousness in their dialogue and discussion.
20. They know their limitations and seek help when their experience is insufficient.
21. During training and practice studies and exams, they do not make any unauthorized video, audio and similar recordings and do not share these recordings with third parties

(including in social media, internet and similar environments), do not use or collect them for other purposes.

22. They act in accordance with the principles regarding attendance and other matters of Phase I, II and III students in the MSKU Faculty of Medicine Education-Training and Examination Regulations.

23. Students know the rules to be followed by students in MSKU Faculty of Medicine Pre-Graduation Education, students' responsibilities and duties and act accordingly.

24. Students know the issues in the Student Guides for MSKU Faculty of Medicine Student Laboratory Practices and act in accordance with these issues.

**Please read:**

1. The Rules to be Followed by Students in MSKU Faculty of Medicine Pre-Graduation Education, Students' Responsibilities and Duties
2. Student Guides for MSKU Faculty of Medicine Student Laboratory Practices

**ENGLISH MEDICINE PROGRAM**

**Common Compulsory Courses English Medicine Program:** Foreign Language (English-German-French 1-2-3-4), Principles of Atatürk and Revolutionary History 1-2 (International Student: ATBY2801, ATBY2802), Turkish Language 1-2 (International Student: TDBY1801, TDBY1802), Introduction to Information & Communication Technologies (Names and codes of the lessons may differ slightly from year to year)

**MSKU Faculty of Medicine Education and Examination Regulations:** Students who fail common compulsory and elective courses in Phase I, Phase II and Phase III continue to the next semester. However, students must be successful in these courses before starting Phase IV.

**Compulsory Observation Training 1-2:** Students who successfully complete the Phase 1 do their compulsory observation training in a primary healthcare institution for ten working days during the summer or half year vacation period; Students who successfully complete Phase 2 do their compulsory observation training in a secondary or tertiary healthcare institution for ten working days during the summer or half year vacation period. Completing the observation trainings is a prerequisite for starting Phase 4. It is a prerequisite to pass the Occupational Health and Safety course in order to do the Compulsory Observation Training.

Compulsory Observation Training Course is planned to come into effect in the 2023-2024 academic year.

**International students enrolled in the English Medicine Program:** Until Phase 4, the original document proving that they can speak Turkish at the B2 level, taken from the centers providing Turkish education (Turkish and Foreign Language Application and Research Center-TÖMER, etc.) accepted by YÖK, has to be submitted to the Dean's Office. Students who cannot meet the Turkish proficiency requirement cannot continue to Phase 4 until they have the prerequisite Turkish proficiency certificate.

**Courses Required Before Passing to Phase 4 of the English Medicine Program:** Foreign Language (English-German-French) 1-2-3-4, Principles of Atatürk and Revolutionary History 1-2 (Foreign Student: ATBY2801, ATBY2802), Turkish Language 1-2 (Foreign Student: TDBY1801, TDBY1802), Introduction to Information & Communication Technologies, Phase 1 Elective Course, Compulsory Observation Training 1-2, Turkish Proficiency Certificate specified in the regulation for international students (Names and codes of the lessons may differ slightly from year to year) (Register from the Student Information System and check your success at regular intervals.)

**Registration for Common Compulsory Courses and Elective Courses:** Students have to register for these courses themselves through the student information system and follow up all the courses that you have to achieve regularly through the student information system by entering the student information system at least once a week.

**Disclaimer:**

The information given in the guide above is for informing students only and does not have any legal status. Keep in mind that there may be changes over time due to the names of the courses, their codes, legal regulations, the decisions of board of coordinators, the decisions of the term coordinator and similar reasons.