

	<b>Board Code and Name</b>	<b>Term of the Board</b>	<b>Course Hours of the Board (Theoretical/ Application)</b>	<b>ECTS of the Board</b>	<b>Language of the Board</b>	<b>Board Type</b>
	TIP101 - Introduction to Medical Sciences	1st Semester / Fall Semester	98/36	5	Turkish	Imperative
<b>Board Responsible(s)</b>	Prof. Dr. Vildan SÜMBÜLOĞLU, Chairman of the Course Board Board Assoc. Prof. Dr. Pınar GÜNEL, Vice President of the Course Board Lecturer. Asst. Anıl Tuğçe BAŞDERİCİ , Vice President of the Course Board					
<b>Board's Learning and Teaching Techniques</b>	<ol style="list-style-type: none"> <li>1. Expression</li> <li>2. Argument</li> <li>3. Q&amp;A</li> <li>4. Interactive Presentation</li> <li>5. Team/Group Work</li> <li>6. Observation</li> <li>7. Application</li> </ol>					
<b>Measuring the Board Techniques</b>	<ol style="list-style-type: none"> <li>1. Written Exam</li> <li>2. Practice Exam</li> <li>3. Formative Assessment</li> </ol>					
<b>Purpose of the Board</b>	<p>At the end of the TIP101 Course Board, students; Important basic elements of human, community and environmental health, medical profession, development of medicine in the world and in our country, deontology and medical ethical concepts, social and cultural diversity, physicians in sensitive/vulnerable groups approach, prevention of addiction, basic concepts in health sociology, effective communication, medical terminology, anatomical and biochemical concepts that will form the basis for understanding the normal structure and functions of the body, fundamentals of physical methods used in diagnosis and treatment, evidence-based medicine and basic biostatistical concepts, informatics techniques in medicine,</p> <p>It is aimed to gain knowledge, skills and attitudes on technology and health access.</p>					

<p><b>Learning Objectives of the Board</b></p>	<p>Knowledge</p> <ol style="list-style-type: none"> <li>1. Explains the important basic elements of the medical profession, human, community and environmental health.</li> <li>2. Defines the concepts of medical ethics and deontology, explains the development of medicine in the world and in our country.</li> <li>3. Explains the concept of health protection and promotion.</li> <li>4. Explain the concept of social and cultural diversity.</li> <li>5. Explain the basic concepts in the sociology of health.</li> <li>6. Defines the physician's approach in sensitive/vulnerable groups.</li> <li>7. Defines addiction and explains methods of prevention from addiction.</li> <li>8. Explain the importance of effective interpersonal and patient-physician communication.</li> <li>9. Explain the rules of medical terminology.</li> <li>10. Describes the basic biomolecules, embryological origin and development of cells and tissues in the organism.</li> <li>11. It defines systematic anatomy, the distribution of organs according to systems and their placement in the body.</li> <li>12. Defines the imaging methods used in medicine and explains the laws of physics.</li> <li>13. Explain the concept of evidence-based medicine.</li> <li>14. Explain the basic concepts of biostatistics.</li> <li>15. Defines the concepts of informatics, technology and health access in medicine.</li> </ol> <p>Skill</p> <ol style="list-style-type: none"> <li>1. Uses medical terminology correctly.</li> <li>2. It shows the distribution of organs according to systems and their location in the body.</li> <li>3. Selects biostatistical methods appropriate to the data.</li> <li>4. Complies with the rules of safe work in the laboratory.</li> <li>5. Interpret the experimental results of electrophoresis.</li> <li>6. Distinguish laboratory materials.</li> <li>7. The physician observes the patient-patient relationship.</li> <li>8. Demonstrates the ability to communicate effectively.</li> </ol> <p>Economy</p> <ol style="list-style-type: none"> <li>1. Demonstrate the motivation to learn knowledge and skills.</li> <li>2. Exhibits responsible physician attitudes and behaviors towards theoretical courses and practices.</li> <li>3. Embraces the importance of effective interpersonal and patient-physician communication.</li> <li>4. Adopts the importance of the concept of evidence-based medicine practices.</li> <li>5. Embraces the importance of empathy</li> </ol>
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<p><b>Content of the Board</b></p>	<p>The first condition of success in medicine depends on the establishment of an effective and close communication between people and the patient-physician. In Effective Communication Skills courses, theoretical and practical lessons are given about the importance of interpersonal communication, methods, factors affecting communication, listening and empathy, body language and personality types.</p> <p>In the Basic Principles of Medicine course; Purpose, definition, philosophy, occupational risks of medicine, basic concepts related to public health, provision of health services, aseptic techniques, substance</p> <p>Information about addictions is presented and information systems used in medicine are introduced. In addition, the first professional observation experience related to patient-physician communication is evaluated.</p> <p>In Basic Biostatistics courses; Design of experiments, variables and their relationships, sampling methods, probability distribution and significance concepts related to scientific research processes are discussed.</p> <p>In the History of Medicine courses, basic information about the development of medicine and the stages it has gone through is given to students who have just started their medical education in order to introduce today's medicine. As well as medical ethics</p> <p>The basics of the concept are explained.</p> <p>In Medical Terminology courses; The basics, usage characteristics and general rules related to the common language of medical science are discussed together with frequently used examples.</p> <p>In Systematic Anatomy courses; Theoretical and practical information about the location of organs in systems, nomenclature, basic anatomical features and classification are presented.</p> <p>In biophysics courses; Basic biophysical rules of the use of ultrasound in medicine, medical imaging methods such as endoscopy, x-ray, computed tomography (CT), magnetic resonance</p> <p>Biophysical principles of imaging (MR), single photon emission computed tomography (SPECT) and positron emission tomography (PET) techniques are taught.</p> <p>In order to form the basis for the biochemistry courses to be given in the Cell and Tissue Systems and Cell and Tissue Systems Development course boards following this course board and the clinical courses to be taken later; contained in the organism</p> <p>Elemental structures, chemical bonds, functional groups and chemical of biomolecules basic information about reactions and concepts, cell membrane structure, biomolecules and their functions, enzyme concept, bioenergetics and oxidative phosphorylation phenomena are given.</p>
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<b>Resources</b>	<ol style="list-style-type: none"><li>1. Ferit Pehlivan. Biophysics. Pelikan Publishing, 2019.</li><li>2. Gurbuz Celebi. For Biophysical Medicine and Dentistry Students. Peace Publications Faculties Bookstore, 2011.</li><li>3. Gürbüz Çelebi. Biophysics for Medical and Dentistry Students – II- Communication and Information Processing in Living Things, 2010.</li><li>4. Ismail Gunay. Basic Biophysics Volume 1: Biomechanics. Çukurova Nobel Medical Bookstore, 2014.</li><li>5. Nelson DL, Cox MM. Lehninger Principles of Biochemistry, 5th ed, W. H. Freeman &amp; Co, New York, 2008.</li><li>6. Silverman J, Kurtz S, Draper J. Skills for Communicating with Patients. Radcliffe Medical Press Ltd, Oxon, 1999.</li><li>7. Akyuz E, Odabaşı T, Onan A, Başusta S. Good Medical Practices. Hacettepe University Press, Ankara, 2012.</li><li>8. Medical Humanities. Evans M and Finlay IG. BMJ Publishing Group, London, 2001.</li><li>9. Gray's Anatomy The Anatomical Basis of Clinical Practice- Editor-in-Chief: Susan Standing, 41. Edition-Elsevier, 2016.</li><li>10. Arıncı Kaplan, Elhan Alaittin, Anatomy, vol. 1-2, Güneş Bookstore, 3. Print, Ankara, 2001.</li><li>11. Paulsen F, Waschke J. Sobotta Atlas of Anatomy. Translation Editor: Karahan S, 2019.</li><li>12. Netter F. Atlas of Human Anatomy 7th Edition. Elsevier, 2018.</li><li>13. Sümbüloğlu K, Sümbüloğlu V. Biostatistics. 19th edition, Ankara, Hatiboğlu Publishing House, 2019.</li><li>14. Sümbüloğlu V, Sümbüloğlu K. Research Methods in Health Sciences. 6th ed., Ankara, Hatiboğlu Publishing House, 2013.</li><li>15. Beauchamp TL, Childress JF. Principles of Biomedical Ethics. Oxford University Press, USA, 2001.</li></ol>
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Courses (Theoretical/Practical)	Board Topics
1st Week	Biochemistry (T), Basic Principles in Medicine (T), Basic Biostatistics (T), Biophysics (T).
2nd Week	Histology and Embryology (T), Medical Genetics (T), Physiology (T), Pathology (T), Pharmacology (T), Anatomy (T), Clinical Approach (T/ Infectious Diseases)
3rd Week	Biochemistry (T), Biophysics (T), Systematic Anatomy (T), Medical Terminology (T), Basic Biostatistics (T), History of Medicine (T), Effective Communication Bec. (T), Basic Principles in Medicine (T).
4th Week	Biophysics (T/U), Effective Communication Bec. (T/U), History of Medicine (T), Systematic Anatomy (T/U), Basic Biostatistics (T/U).
5th Week	Systematic Anatomy (T/U), Basic Biostatistics (T/U), Medical Terminology (T), Biophysics (T/U), Biochemistry (T), Effective Communication Bec. (U).
6th Week	History of Medicine (T), Systematic Anatomy (T/U), Basic Principles in Medicine (T), Medical Terminology (T), Biochemistry (T),
7th Week	Biochemistry (T/U), Basic Principles in Medicine (T), Basic Biostatistics (T/U), Medical Terminology (T).
8th Week	Biochemistry (T/U), Basic Principles in Medicine (T), Systematic Anatomy (U).
<b>Explanation:</b> <b>T:</b> Theoretical <b>U:</b> Application	

<b>Number of Questions in the Board</b>		
<b>Exam Type</b>	<b>Theoretical</b>	<b>Application</b>
Board Exam	100	0
Finale	100	0
Integration	100	0

<b>Evaluation System</b>		
<b>Semester Studies</b>	<b>Number</b>	<b>Total Contribution (%)</b>
Continuation	0	0
Laboratory	0	0
Application	5	10
Fieldwork	0	0
Course-Specific Internship (If Available)	0	0
Assignments	0	0
Presentation	0	0
Projects	0	0
Seminar	0	0
Theoretical Midterm Exam	1	30
Finale	1	60
	<b>Sum</b>	<b>100</b>
Success of Semester Studies	1	40
Success of Final Studies	1	60
	<b>Sum</b>	<b>100</b>

**Explanation:** While calculating the contribution rates of the evaluation system, **SANKO University Associate Degree and Undergraduate Education and Examination Regulations and Faculty of Medicine Education and Measurement-Evaluation Directive** are valid.

<b>Student Workload Table</b>			
<b>Events</b>	<b>Number (weeks)</b>	<b>Duration (class hours)</b>	<b>Sum</b>
Course Duration (Including Exam Week)	8	12	98
Laboratory	0	0	0
Application	6	6	36
Course-Specific Internship (If Available)	0	0	0
Fieldwork	0	0	0
Out-of-Class Study Time	3	3	9
Presentation/Seminar Preparation	0	0	0
Project	0	0	0
Assignments	0	0	0
Board Exam	0	0	0
Final Exams	0	0	0
<b>Total Workload</b>	<b>17</b>	<b>21</b>	<b>143</b>

Program Qualifications	TIP101 COURSE BOARD LEARNING OBJECTIVES																											
	B1	B2	B3	B4	B5	B6	B7	B8	B9	B10	B11	B12	B13	B14	B15	BC1	BC2	BC3	BC4	BC5	BC6	BC7	BC8	T1	T2	T3	T4	T5
PY_B1									2	5	5						2											
PY_B2									2											1								
PY_B3	5		3	4	3	2	3							3														
PY_B4												2	4	4													2	
PY_B5	4	4	5	3	2	2	3																					
PY_B6	3		4	3	3	5	3																					2
PY_B7	2	4						5															3			4		
PY_B8												4	5															
PY_B9									2																			
PY_B10	3		3	2	2	2																						
PY_B11	3	5	4	4	4	4	3	2																				
PY_B12																												
PY_B13		2																										
PY_BC1																		3										
PY_BC2																						1						
PY_BC3																2						1						
PY_BC4												2						2	2	1								
PY_BC5																		2										
PY_BC6																												
PY_BC7														3														
PY_BC8																						2						2
PY_BC9																		5									2	
PY_BC10								3								3						1	5			3		
PY_BC11																												
PY_BC12																												2
PY_BC13																		2										
PY_BC14																												4
PY_T1																			3						2		2	
PY_T2																			4					4	5		5	
PY_T3																									2			4
PY_T4																												3
PY_T5																												
PY_T6																			4									
PY_T7																												
PY_T8																												
PY_T9																							2				2	
PY_T10																											3	4

**Explanation**

**PY:** Program qualifications                      **PY\_B:** Program competencies "Information"                      **PY\_BC:** Programme qualifications "Skills"  
**PY\_T:** Program competencies "Attitude"

**B:** Course Board's "Knowledge" Learning Objective                      **BC:** Course Board's "Skills" Learning Objective  
**T:** Course Board's "Attitude" Learning Objective

**Level of Relationship between Program Competencies and Course Board Learning Objectives;**  
**1:** Very low                      **2:** Miscarriage                      **3:** Middle                      **4:** High                      **5:** Very high

## Program Qualifications

### KNOWLEDGE

1. To be able to explain the basic structure, development and normal functioning of the human body at the level of atoms, molecules, cells, tissues, organs and systems
2. To be able to question the abnormal structuring and functioning of the human body and to explain it with information based on qualified scientific research
3. Determinants of health and diseases; to be able to evaluate with individual, social and global dimensions
4. To be able to evaluate diseases, clinical decision-making and management processes under the guidance of evidence-based medicine practices
5. To be able to define practices for the protection and development of health in individual and social dimensions
6. To be able to explain the practices to protect and improve the health of vulnerable/vulnerable/disadvantaged/stigmatized groups
7. To be able to define effective communication methods and tools
8. To be able to explain the processes of a scientific research
9. To have a level of foreign language knowledge to follow scientific developments in the field of medicine
10. To be able to define the concepts of health and disease in an individual and social context, to explain health seeking and health protection behaviors, national health service delivery and administrative processes.
11. To be able to define the concepts of health and disease from a behavioral, social and human sciences perspective
12. To be able to explain the importance of professional organizations and to define their place in professional life
13. To be able to explain the concepts of medical law, health law and general law at a level that can defend their own rights and patient rights

### SKILL

1. To be able to plan and carry out practices for the protection and development of health in individual and social dimensions in the provision of primary health care services.
2. To be able to take medical history from the patient and their relatives
3. To be able to perform physical examination, including the mental and cognitive status of individuals, to make a preliminary diagnosis, to plan diagnostic tests
4. To be able to manage the diagnosis and treatment processes by using the procedure steps rationally
5. To be able to apply medical interventions for diagnosis, treatment or prevention of individuals
6. To be able to organize and keep records of health and disease-related data obtained from individuals and society in a medical and administrative context.
7. To be able to use information management systems
8. To be able to inform the patient and their relatives before any procedure planned for the patient, to obtain consent, and to give bad news when necessary.
9. To be able to plan, implement and evaluate the results of a scientific research
10. To be able to work as a team by communicating effectively with colleagues, other healthcare professionals and other professional groups in the processes of protecting and developing health in individual and social dimensions and managing diseases.
11. To be able to carry out social responsibility projects
12. To show exemplary behaviors within the health team during service delivery, to be able to lead
13. To be able to plan and present health education to healthy/sick individuals and their relatives and other healthcare professionals by recognizing the characteristics, needs and expectations of the target audience
14. To be able to plan practices to protect and improve the health of vulnerable/vulnerable/disadvantaged/stigmatized groups

### ECONOMY

1. To be able to exhibit an attitude towards the protection, development and advocacy of health in individual and social dimensions
2. To be able to adapt to these changes by making use of scientific and technological developments for professional and social changes, and  
To be able to demonstrate lifelong learning behavior
3. Professional values, ethics regardless of language, religion, race, gender, social and cultural discrimination among individuals in the society it serves.  
To be able to fulfill their responsibilities within the framework of principles and legal regulations
4. To be able to advocate for the protection and development of the health of the individual and the society and the realization of health services for the benefit of the individuals who make up the society.
5. To be able to prioritize national and international laws and ethical values while fulfilling their duties and obligations during medical practice, taking into account the concepts of social reliability and social obligation
6. To be aware of and protect the importance of one's own and other health personnel's health, rights and safety in the provision of health services
7. To be able to take into account environmental characteristics, differences and changes in health service delivery.
8. To be able to make a self-assessment of the practices related to the profession
9. To be able to show a patient-centered approach in diagnosis, treatment, follow-up and rehabilitation processes
10. To be able to demonstrate the attitude and behavior of a responsible physician who adopts facilitating approaches and social justice principles while providing health services for sensitive/vulnerable/disadvantaged/stigmatized groups.