

	Board Code and Name	Term of the Board	Course Hours of the Board (Theoretical / Application)	ECTS of the Board	Language of the Board	Board Type
	TIP301- Gastrointestinal System and Diseases	3rd Grade / Fall Semester	137/34	11	Turkish	Imperative
Board Responsible(s)	Prof. Dr. Göktürk MARALCAN, Chairman of the Course Board Assoc.Prof.Dr. Nimet YILMAZ, Vice President of the Course Board Assist. Prof. Dr. Merve TÜRKMEN, Vice President of the Course Board					
Board's Learning and Teaching Techniques	<ol style="list-style-type: none"> 1. Theoretical Lecture 2. Practice/ Exercise 3. Assignments/ Research 4. Q&A 5. Argument 6. Observation 7. Team/Group Work 					
Measuring the Board Techniques	<ol style="list-style-type: none"> 1. Written Exam 2. Practice Exam 3. Formative Assessment 					
Purpose of the Board	<p>At the end of this board, students; to gain general knowledge about the normal structure, development and functions of the gastrointestinal tract, biochemical properties, etiopathogenesis of diseases related to this system, symptoms, basic clinical and laboratory findings, diagnostic methods and drugs used in treatment; basis for a clinical case</p> <p>It is aimed that they have knowledge about the approach and that they can do the basic professional skills related to the subject on the model or simulator themselves.</p>					
Learning Objectives of the Board	<p>Knowledge</p> <ol style="list-style-type: none"> 1. It counts and shows the anatomical and histological structures of the gastrointestinal tract. 2. Explain their embryological origin and development respectively. 3. Describes and illustrates their histological structure, explains their physiological mechanisms. 4. Explain the biochemical processes of proteins, carbohydrates and lipids. 5. Counts the etiopathogenesis, symptoms, clinical, laboratory and histopathological findings of the main diseases related to the system. 6. Counts and explains the imaging methods used in the diagnostic process. 7. The treatment methods applied in basic diseases related to the system and the effect of the drugs used explain its mechanisms; indications, common side effects, contraindications and major drug interactions. 8. Common diseases related to the system (acute intestinal obstruction, jaundice, diarrhea, GI bleeding, acute abdomen, dyslipidemias, blunt abdominal trauma) etiopathogenesis, symptoms, clinical, laboratory findings, diagnosis and treatment methods. <p>Skill</p> <ol style="list-style-type: none"> 1. Counts and shows the anatomical structures of the gastrointestinal tract. 2. It counts and shows the histological structures of the gastrointestinal tract. 3. Inserts a nasogastric catheter on a model or simulator and performs gastric lavage. 4. Applies rectal touch on the model or simulator. 5. It detects occult blood in the stool. 6. Performs microbiological examination of the stool. 7. It detects ketone bodies in urine. <p>Economy</p> <ol style="list-style-type: none"> 1. Exhibits the motivation to learn system-related knowledge and skills. 2. Exhibits responsible physician attitudes and behaviors towards theoretical courses and practices. 3. Acts in accordance with the rules and hygiene rules for the safety of himself and the patient during professional skill practices. 4. Adopts the importance of evidence-based scientific approach in the evaluation of a clinical case. 					

Content of the Board	<p>General information is given about the normal structure, development and functions of the gastrointestinal system, biochemical properties, etiopathogenesis of the main diseases related to this system, symptoms, basic clinical and laboratory findings, diagnostic methods and drugs used in treatment. Vocational Skills Practices in small groups</p> <p>In (MBU) courses, nasogastric catheter, gastric lavage, rectal touch applications and fecal occult blood examination are performed. In the Clinical Case Evaluation (CODE) courses, which are taught in the form of discussions together, predictions are presented about the scientific approach to different cases.</p>
Resources	<ol style="list-style-type: none"> 1. Gray's Anatomy The Anatomical Basis of Clinical Practice- Editor-in-Chief: Susan Standing, 41. Edition- Elsevier 2. Guyton and Hall Medical Physiology- John E. Hall Translation Editor: Berrak Ç. Yeğen, Güneş Medical Bookstores-13. Oppression 3. Clinical Aspects of Human Embryology- Keith L. Moore, T.V.N. Persaud, Mark G. Torchia Translation Editor: Hakkı Dalçık- 10. Print Nobel Medical Bookstore 4. Junqueira Basic Histology Topic and Atlas- Antony L. Mescher Translation Editors: Seyhun Solakoğlu, Aslı Erdoğan, Hasan Serdar Mutlu- 14. Printing Sun Medical Bookstores 5. Histology A Text and Atlas 6th ed.; Ross MH, Kaye GI, Pawlina W; Color Textbook of Histology 6. Basic Medical Microbiology, Patrick R. Murray Translation Editor: A. Dürdal Us, Ahmet Başustaoğlu, Güneş Tıp Bookstore 2016 7. Robbins Basic Pathology, Translation Editors S. Tuzlalı, M. Güllüoğlu, U. Çevikbaş, Nobel Medical Bookstore 2014 8. Bhagavan N.V., Medical Biochemistry, 4th edition

Weeks	Board Courses (Theoretical/Practical)
1st Week	Anatomy (T), Histology and Embryology (T), Pathology (T), Physiology (T), Microbiology (T), Biochemistry (T).
2nd Week	Physiology (T), Histology and Embryology (T), Microbiology (T), Pharmacology (T), Biochemistry (T), Pathology (T), Anatomy (T).
3rd Week	Pathology (T), Physiology (T), Histology and Embryology (T/U), Microbiology (T), Biochemistry (T/U), Anatomy (T).
4th Week	Biochemistry (T/U), Microbiology (T), Physiology (T), Pathology (T), Anatomy (T), Pharmacology (T), Clinical Approach (T/ Internal Medicine), Histology and Embryology (U), MBU (U).
5th Week	Biochemistry (T/U), Pharmacology (T), Pathology (T), Clinical Approach (T/Pediatrics, Internal Medicine, General Surgery), Microbiology (T/U), MBU (U).
6th Week	Clinical Approach (T/ General Surgery, Internal Medicine, Infectious Diseases, Pediatrics), Microbiology (T/U), Pharmacology (T), Biochemistry (T/U), Anatomy (U), Physiology (U).
7th Week	Clinical Approach (T/ General Surgery, Internal Medicine, Pediatrics), Pathology (T/U), Anatomy (U).
8th Week	Clinical Approach (T/ Radiology, Nuclear Medicine, Internal Medicine, Pediatrics, General Surgery, CODE), Anatomy (U), Microbiology (U), Pathology (U), PANEL.
<p>Explanation: T: Theoretical U: Application MBU: Vocational Skills Practices CODE: Clinical Case Review</p>	

Number of Questions in the Board		
Exam Type	Theoretical	Application
Board Exam	100	0
Finale	100	0
Integration	100	0

Evaluation System		
Semester Studies	Number	Total Contribution (%)
Continuation	0	0
Laboratory	0	0
Application	6	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
	Sum	100
Success of Semester Studies	1	40
Success of Final Studies	1	60
	Sum	100

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.

Student Workload Table			
Events	Number (weeks)	Duration (class hours)	Sum
Course Duration (Including Exam Week)	8	17	137
Laboratory	0	0	0
Application	5	7	34
Course-Specific Internship (If Available)	0	0	0
Fieldwork	0	0	0
Out-of-Class Study Time	5	21	105
Presentation/Seminar Preparation	0	0	0
Project	0	0	0
Assignments	0	0	0
Board Exam	0	0	0
Final Exams	0	0	0
Total Workload	18	45	276

Program Competencies	TIP301 COURSE BOARD LEARNING OBJECTIVES																		
	B1	B2	B3	B4	B5	B6	B7	B8	BC1	BC2	BC3	BC4	BC5	BC6	BC7	T1	T2	T3	T4
PY_B1	5	5	5	5					5	5						4	2		
PY_B2					5	3		5								4	2		
PY_B3																			
PY_B4					4	5	5	4					2	2	2				2
PY_B5								3											
PY_B6																			
PY_B7																			
PY_B8																			
PY_B9																			
PY_B10																			
PY_B11																			
PY_B12																			
PY_B13																			
PY_BC1								2											
PY_BC2																			
PY_BC3											3	3	3	3	3		2		2
PY_BC4					3	4	4	3			5	5	5	5	5			3	
PY_BC5											5	5						3	
PY_BC6																			
PY_BC7																			
PY_BC8											4	4	2						
PY_BC9																			4
PY_BC10											2	2	2						
PY_BC11																			
PY_BC12											2	2							
PY_BC13																			
PY_BC14																			
PY_T1								2											
PY_T2																5	5		5
PY_T3											2	2							
PY_T4																			
PY_T5																			
PY_T6																		4	
PY_T7																			
PY_T8																			
PY_T9																			
PY_T10																			

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 BİLGİ

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.