	Board Code and Name	Term of the Board	Course Hours of the Board (Theoretical/ Practical)	ECTS of the Board	Language of the Board	Type of Board
	TIP302 - Urogenital System and Related Disorders	1st Semester / Fall Semester	133/34	11	Turkish	Imperative
Responsible for the Board (s)	Prof. Dr. Ali İrfan GÜZEL, Chairman of the Course Board Assoc. Prof. Dr. Necla BENLİER, Vice President of the Course Board Assist. Prof. Dr. Duygu A. ALMALI, Vice President of the Course Board					
Board's Learning and Teaching Techniques	1. Theoretical Lecture 2. Practice/ Exercise 3. Assignments/ Research 4. Q&A 5. Argument 6. Observation 7. Team/Group Work					
Measurement Techniques of the Board	1. Written Exam 2. Practice Exam 3. Formative Assessment					
Purpose of the Board	At the end of the TIP302 Course Board, students; inheritance mechanisms and clinical characteristics of common genetic diseases, normal structure, development and functions of the urogenital system, biochemical properties, etiopathogenesis of diseases related to this system, symptoms, basic clinical and laboratory findings, diagnostic methods, drugs used in treatment, basic approach to a clinical case and to be able to perform basic professional skills on a model or simulator.					
Learning Objectives of the Board	**Knowledge** 1. Explain the inheritance mechanisms and clinical features of common genetic diseases, define molecular genetic diagnostic methods. 2. Explain the embryological origins and development of the urogenital system, respectively. 3. Counts the anatomical and histological structures of the urogenital system. 4. Describe the physiological mechanisms of the urogenital system. 5. Explain the biochemical processes related to the urogenital system. 6. Explains pregnancy follow-up and birth process. 7. Counts the characteristics of the newborn baby, describes the stages of lactation. 8. Counts the etiopathogenesis, symptoms, clinical, laboratory and histopathological findings of the main diseases related to the system. 9. It counts the microorganisms that cause infection in the urogenital system and the causative agents of sexually transmitted diseases. 10. Explain the methods applied in basic diseases related to the system and the mechanisms of action of the drugs used; indications, common side effects, contraindications and major drug interactions. 11. Explain the etiopathogenesis, symptoms, clinical, laboratory findings, diagnosis and treatment methods of diseases (nephrotic syndrome, family planning, hypertension during pregnancy, hematuria) that are common in the society related to the system **Skill** 1. It counts and shows the anatomical structures of the urogenital system. 2. It counts and shows the histological structures of the urogenital system. 3. He conducts a microscopic examination of the urine and plants a urine culture. 4. On the model/simulator, a catheter is inserted into the urethra of a man and a woman. 5. Performs postpartum maternal care and breastfeeding skills on the model/simulator. 6. Performs breast and axillary region examination on the model/simulator. **Economy** 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	General information is given about the normal structure, development and functions of the urogenital 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. The genetic aspect of clinical conditions that are also related to other systems is covered in the medical genetics courses within the framework of this course board. In the Vocational Skills Practices (MBU) courses held in small groups, catheter application to the bladder, postpartum maternal care and breastfeeding practices, breast and axillary region examination are performed in men and women. 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.
Resources	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 Dalçik- 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. Basic Medical Microbiology, Patrick R. Murray Translation Editor: A. Dürdal Us, Ahmet Başustaoğlu, Güneş Medical Bookstore 2016 6. Robbins Basic Pathology, Translation Editors S. Tuzlalı, M. Güllüoğlu, U. Çevikbaş, Nobel Medical Bookstore 2014

Courses (Theoretical/Practical ma)	**Board Topics**
1st Week	Anatomy (T), Histology and Embryology (T), Microbiology (T), Physiology (T), Biochemistry (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	Medical Genetics (T), Pathology (T), Clinical Approach (T/ Internal Medicine, Urology), Microbiology (T/U), Physiology (T), Histology and Embryology (T/U), Anatomy (U), Biochemistry (U)
4th Week	Microbiology (T), Medical Genetics (T), Clinical Approach (T/ Urology, Internal Medicine, Radiology), Physiology (T), Pathology (T/U), Histology and Embryology (T/U), Anatomy (T/U)
5th Week	Pathology (T/U), Clinical Approach (T/ Urology, Internal Medicine, Pediatrics, Obstetrics and Gynecology), Medical Genetics (T), Pharmacology (T), Physiology (T), Microbiology (T), Biochemistry (T), Anatomy (U), Professional Skills Practices (U)
6th Week	Microbiology (T), Clinical Approach (T/ Urology, Infectious Diseases, Obstetrics and Gynecology, Radiology, Pediatrics, General Surgery, Nuclear Medicine), Pharmacology (T), Pathology (T/U), Anatomy (U), Professional Skills Practices (U)
7th Week	Clinical Approach (T/ Urology, Obstetrics and Gynecology, Clinical Case Evaluation (CODE)), Physiology (T), PANEL (T), Medical Genetics (T), Panel, Professional Skill Practices (U)
Explanation:	

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

Evaluation System		
Semester Studies	**Numb er**	**Total Contribution (%)**
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
	Sum	**100**
To the Success Grade of the 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	133
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 (Free	4	27	108
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	**17**	51	**275**

Program Qualifications	TIP302 COURSE BOARD LEARNING OBJECTIVES																			
	B1	B2	B3	B4	B5	B6	B7	B8	B9	B10	B11	BC1	BC2	BC3	BC4	BC5	BC6	T1	T2	T3	T4
PY_B1		5	5	5	5	5	5					5	5								
PY_B2	5							5	5		5			5							
PY_B3																					
PY_B4								4	5	5	4										5
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												2									
PY_BC4								3		4	3	2		5	5	5	5				
PY_BC5												2		5	5	5	5				
PY_BC6																					
PY_BC7																					
PY_BC8															5	5	5				
PY_BC9																					4
PY_BC10															2						
PY_BC11																					
PY_BC12															2						
PY_BC13																5					
PY_BC14																5					
PY_T1																					
PY_T2																		5	5		5
PY_T3																					
PY_T4																					
PY_T5																					
PY_T6																				5	
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

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 demonstrate lifelong learning behavior.
3. To be able to fulfill its responsibilities within the framework of professional values, ethical principles and legal regulations without language, religion, race, gender, social and cultural discrimination among individuals in the society it serves.
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.