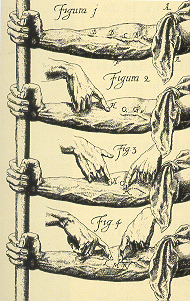
Introduction to the Clinical Practice

Year Two / 2019-20

ICP-2

COURSE GUIDEBOOK

Semester I-II



**Contents of Semester 1 and 2**

***Basic Clinical Skills-BCS***

**Hx-Phx Workshop**

History Taking and Introduction to the Physical Examination

**SimPat** Simulated Patient Practice

**CSL-Clinical Skills Laboratory**

**OCE-Outpatient Clinical Experience**

Observing the integration of practice and theory

***Human in Medicine-HIM***

**SC-Social Concepts Workshop**

Basic Social Concepts in Health

**Eth-Ethics Workshop**

Ethics and Patient Rights

**AHum-Arts and Humanities**

Arts, artists and medicine

***Evidence Based Medicine-EBM***

**RPW-Research Proposal Workshop**

**Student Research Activity - 2** “Health & Community”

Marmara University

School of Medicine

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**Course Guidebook**

**Semester I-II**

Picture on the cover:

An engraving from the first edition of William Harvey’s **De motucordis**, 1628, showing the action of the valves in the veins (from *History of Medicine, Roberto Margotta, The Hamlyn Publishing Group, 1996, page 101)*

Marmara University

School of Medicine

September 2018

**Course Administration**

|  |
| --- |
| **2019-20 Academic Year Dr. Pemra Cöbek Ünalan**  **Department of Family Medicine**  **ICP Course Coordinator**  [punalan@marmara.edu.tr](mailto:punalan@marmara.edu.tr) |
| **Dr. Serap Çifçili**  Department of Family Medicine  **Basic Clinical Skills Module and ICP Course Coordinator**  [serapcifcili@gmail.com](mailto:serapcifcili@gmail.com) |
| **Dr. Pınar Ay, Dr. Seyhan Hıdıroğlu**  Department of Public Health  **Evidence Based Medicine Module Coordinators**  [aypinar@hotmail.com](mailto:aypinar@hotmail.com), [seyhanerginh@gmail.com](mailto:seyhanerginh@gmail.com) |
| **Dr. Mehmet Akman**  Department of Family Medicine  **Human in Medicine Module Coordinator**  [makman4@gmail.com](mailto:makman4@gmail.com) |

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**Letter from Course Coordinators**

Welcome to “Introduction to the Clinical Practice–Year Two” (ICP-2) Program.

We hope you are excited about beginning to develop the skills you will need to be a successful physician.

You will frequently hear about the two major requirements for success;

* The**"science of medicine"** and
* The**"art of medicine"**.

We believe that many characteristics that make up the **"art"** of medicine can be learned. The term "physician" encompasses much more than a smart person that knows the answers to multiple-choice questions.

* Skilful diagnosis,
* an attitude of caring and concern,
* compassion,
* independent learning,
* the ability to work within a team,
* interviewing and counselling skills,
* perceptiveness and,
* thoughtful decision-making

are the cornerstones of a successful clinician.

As knowledge of disease mechanisms and the scientific basis of medicine are important and essential, traditionally these efforts have dominated the first few years of medical instruction. We believe that exposure to clinical skills is as important, from the first day of medical school, and ICP is designed to provide that exposure.

The course is taught in small group sessions, mostly as workshops. All coursework will take place on Tuesdays, mornings from 9:00 until 17:00. You will have free study times available for you to pursue learning on your own.

You can find the readings of the course in the following link:

<https://drive.google.com/open?id=0Bx0MVcA8sS9KQ1lrZmE3SS1zM1k>

Please do not hesitate to get in contact with any of us for any reason.

*Pemra C. Ünalan MD, Serap Cifcili MD.*

Introduction to the Clinical Practice

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|  |  |
| --- | --- |
| Abbreviations | |
| CSL  FM/Hx&Phx  Sim Pat  PH/RPW  SRA  OCE  HIM/SC  HIM/Ethics  HIM/AHum  FST/Reading  OSCE | Clinical Skills LaboratoryDepartment of Family Medicine - History Taking and Introduction to Physical ExaminationSimulated Patient InterviewDepartment of Public Health - Research Proposal WorkshopStudent Research ActivityOutpatient Clinical ExperienceHuman in Medicine – Social Concepts in Medicine- Department of Medical EducationDepartment of Deontology (Medical Ethics) – EthicsHuman in Medicine/Arts and Humanities Department of Family Medicine and Medical Education with a guest Free Study Time / Time for reading and assignments Objectively Structured Clinical Examination |

|  |  |
| --- | --- |
| Important Dates | |
| **Sep 09th, 2019**  **Nov 05th, 2019**  **Dec 24th, 2019**  **March 31th, 2020**  **Apr 02nd, 2020**  **Apr 09th, 2020**  **Apr 28th, 2020**  **May 01-08, 2020**  **May 08th, 2020**  **May 29-31, 2020**  **June 01-05, 2020** | Introduction ICP program  Research Proposal Presentations of Groups A and B  Hx&Phx Written Exam for Groups C&D  Research Proposal Presentations of Groups C&D  Hx&Phx Written exam of RPW Groups A&B  Panel Session at Class II Hall (All Groups)  Bazaar for MaSCo2020  OSCE (CSL) (Grps A-B)  OSCE (CSL) (Grps B-D)  MaSCo Abstract submission  Deadline for MaSCo Abstracts  MaSCo2020  Delivery of research reports and OCE reports (see page 13) |

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# General Information

***Introduction to the Clinical Practice*** (**ICP**) is a three-year, longitudinal, (and interdisciplinary) course with a primary emphasis on preparing students to care for patients and families in a humanistic, competent and professional manner.

The curricular content and sequence of ICP will be organized and primarily implemented by Department of Family Medicine in cooperation with related departments such as Medical Education, Public Health, Paediatric Pulmonology Nursing, Pharmacology, Medical Ethics and Deontology, etc.

# 

# Program Goals and Objectives

The goals and objectives of this course are to develop clinical and reasoning skills by exposing students early in their medical career to the skills and knowledge necessary to practice medicine. This takes place within the small group setting. In the second semester and next year (ICP-3), patient encounters (other than simulated/standardized ones) where students can begin to utilize these newly developed skills are planned.

## 

## **Goals:**

1. To provide clinical context to the basic science curriculum.
2. To acquire and demonstrate attitudes necessary for the achievement of high standards of medical practice in relation to both the provision of care of individuals and populations.
3. To acquire the skills of independent and self-directed learning and a commitment towards the maintenance of clinical competence through life-long learning, professional and personal development.
4. To acquire basic procedural skills by utilizing Clinical Skills Laboratory with a competency-based approach and in conformity with humanistic medical education principles.

## 

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## **Objectives:**

* The student should acquire and become proficient in basic clinical skills, such as the ability to obtain a patient’s history, to undertake a comprehensive physical examination; and record and present the findings*.*
* *Demonstrate effective interpersonal and communication skills in complex interactions with patients and colleagues.*
* *Demonstrate proficiency in the performance of the basic screening physical examination.*
* *Be able to utilize the information gathered in the history and physical to identify a list of the patient’s problems.*
* *Demonstrate proficiency in the recording and oral presentation of clinical data with accuracy and precision.*
* *Demonstrate competence in the performance of a limited number of basic technical procedures.*

1. The student should acquire a knowledge and understanding of health and its promotion, and of disease, its prevention and management, in the context of the whole individual in his or her place in the family and society.
2. Form a respectful working alliance with a small group of peers and faculty as a basis for future professional relationships. Develop team-working, organization and management skills.
3. Demonstrate essential skills in critical thinking, reasoning and problem-solving.
4. Understand the knowledge, skills and attitudes that promote a constructive patient-physician relationship.
5. Demonstrate a capacity for self-audit and effective participation in peer review: showing an awareness of his/her own strengths and weaknesses.

Introduction to the Clinical Practice

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# Curriculum Content of ICP

ICP has five major components covering the knowledge, skills and attitudes that are important goals regardless of discipline:

1. **General learning topics:**

* Medical decision-making process and proficiency in obtaining data
* Most common signs and symptoms in general medical practice
* Evidence-based medical practice
* Health promotion and disease prevention
* Ethical and legal issues in general medical practice

1. **Communication Skills** *(CS I, Advanced CS III)* including:

* Basic interpersonal communication skills
* Communication in medical setting
* Public speaking skills
* Physician-patient relationship
* Introduction to the medical interview
* Intercultural communication
* Community health education
* Patient education

1. **Introduction to the History Taking and Physical Examination-***(Hx&Phx II),*

**-Combined with CS (I, III) program** *and* ***Simulated Patient Interviews* (SimPat)**

* Medical interview
* History taking
* Introduction to physical examination
* Difficult topics / sensitive issues
* Difficult patients
* Sharing a plan-Putting all together

1. **Clinical Skills Laboratory** *(CSL I, II, III)* including

* Introduction to the first aid (I)
* Procedural skills such as injections, suturing, etc. (II)
* Basic skills to make a general and focused physical examination, and procedural skills like nasogastric tube insertion (II, III)
* Putting all together

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1. **Human in Medicine** *(HIM II)*: Student workshops/studies in medical humanities subjects. This is a program, which has three sections in it: Ethics, Art and Medicine, and Social Concepts.
2. **Outpatient Clinics Experience** *(OCE II)*: Group of 2-3 students will visit determined outpatient clinics of Marmara Medical School (such as Family Medicine, Internal Medicine, General Surgery) throughout the year, in order to observe physician-patient relationship, history taking and/or physical examination using checklists and/or algorithms. Outpatient Clinical Experience Reports should include both outpatient clinic visits. Primary goal of the visit is to observe history taking process and how the topics covered in the ICP program takes place in the real medical setting. Thus, your report should cover your observations about patient-physician relationship, history taking process, medical note taking, social determinants affecting the medical process, precautions taken before the physical examination etc … OCE assignment program of the groups is will be announced later.
3. **“Research Proposal Workshop”***(RPW II-III):*An evidence-based learning program is given by Department of Public Health for the subjects as research planning, basic medical statistics, introduction to epidemiology, literature reading, etc.
4. **“Primary Care Experience”** *(PCE III)*: This program may provide the students an opportunity to observe patient care setting outside of the hospital and with a physician-patient relationship experience by tracking the course of an assigned patient and/or family over time.
5. **“Student Research Activity”** *(SRA I, II, III)*

Final reports will be presented as oral or poster presentations at the end of the year both in MaSCo and other related congresses.

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***MaSCo2020, 29-31 May***

Student researches of the ICP program have been presented at the end of the year under the title “Marmara Student Congress (MaSCo) since 2001. In 2018-2019 educational period, more than 100 research groups of 1st, 2nd and 3rd Year students were involved in different projects.

The main theme of student research studies of 1st Year is **“Explore Your Universe”**. Second Year subjects are collected under **“Health and Society: Descriptions and Inferences”** theme. In the 3rd year the main theme is about **“The Patient and the Disease: Explanations and Causality”.**

These activities are supported by lectures and workshops about related topics. ICP program also provides “free-study time” for students to study on their projects along with the standard curriculum.

Under the supervision of teachers, students are working on their projects, which are excellent chances

1. To understand the basics of research,
2. To experience in searching, critical reading and reviewing medical literature,
3. To improve communication skills in small groups (task groups),
4. To learn and practice different ways of scientific presentation, and its evaluation
5. To experience in oral presentation and public speaking

*MaSCo* will create an opportunity for students to interact with their friends and teachers regarding their projects, which are the culmination of the many months lasting work. Students will assess their friends and contribute in judgment about the awards.

We hope that students will be inspired by this scientific and friendly occasion, which they have created.

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# Educational Methods

Educational methods will include:

* short lectures on the core content,
* case-based sessions,
* panel discussions,
* small group discussions with facilitators,
* role plays,
* simulated/standardized patient exercises,
* videotaping,
* practicing on manikins,
* structured visits and observations carried out in practice settings
* MaSCo activities
* Also an experiential component in primary care setting is planned

The students will be guided in their experience by “reading booklets” which contain papers related to the topics and session outlines.

# Small Groups of ICP: Student Study Groups

ICP program primarily takes place in small group setting. There are four major groups. Program of each group is given in this Course Book. These groups are composed of smaller Student Research Study Groups of 4-5 students and will study together during the whole program; not only for research study assignment, but also within the other workshop or course activities.

An important characteristic of physician behaviour is to be present where and when others expect you for professional tasks. Attendance at small group meetings is mandatory. Planning another activity, either professional or personal, during ICP class time is not grounds for an excused absence; unexcused absences will be grounds for a reduced grade.

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Students are expected to:

1. *Have good interaction skills*
2. *Be prepared and participate in the group*
3. *Enhance and demonstrate team effectiveness*
4. *Demonstrate the self-awareness and self-assessment skills as a group*
5. Demonstrate knowledge of the material or facility with the skill(s) taught

The amount that students learn will be directly proportional to the amount that he/she puts into the course. We are hopeful that each student will view this as one of the most enjoyable parts of the course and will begin to understand the skills that are necessary to make an excellent practicing physician.

# Attendance

1. Attendance in particular at small group sessions is mandatory.
2. Attendance will be monitored by a sign-in sheet.
3. In all cases of absence, it is the student's responsibility to inform his/her absence prior to the scheduled small group session.

# Dress

* Within *Clinical Skill Laboratory* sessions, students are expected to dress professionally with a white coat. This is especially important at ANY time that they are with patients (including simulated/standardized patient exercises or manikin practice).
* If considered inappropriately dressed by the supervisor, the student will not be allowed to participate in the activity.
* In other workshops, white coat is not obligatory. However if needed, tutors may ask to dress professionally.

# References

* You can find extra readings for the courses in the copy centre named “ICP-2 Readings”. Extra readings and videos may be suggested by course tutors.
* ICP readings could be found in the following link
* <https://drive.google.com/open?id=0Bx0MVcA8sS9KQ1lrZmE3SS1zM1k>
* CSL coursebook will be provided before the CSL course.

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# Evaluation and Assessment

ICP program is accepted as a committee in the Faculty Curriculum. Each component of the program will be evaluated separately over 100. Different assessment methods, which are compatible with the learning objectives of each course, will be used. For instance, in Hx-Phx and clinical skills programs you will have an OSCE; or in RPW your note will be given depending on your (individual or team) performance which will be assessed with your research report and counsellor’s feed-back and with a written exam. However, the student will get only one final ICP note. The final ICP score of each year will be calculated depending on the grades of each component as it is explained in the assessment window below. This mark will be transformed directly to the letter grade system. An important requirement is that; at least 50 points is needed from each component of ICP. A student, who gets lower than 50 points from any component of the ICP, will be considered as failed (FF) and will have the complementary exam.

|  |  |
| --- | --- |
| Assessment(AT LEAST 50 from each COMPONENT is required) | |
| **BCS (HxPhx& CSL)** | 40/100 points (Hx-Phx 70%+CSL30%) |
| **SRA (Student Research Activity)** | 30/100 points (Written exam 40%+Research Report 30% + Counsellor feed-back 30%) |
|  |  |
| **HIM (Human in Medicine)**  **Final ICP-2 note** | 30/100 points (Social Concepts 50%+Ethics 35%+Arts and Humanities 15%)  **100 points** |

|  |
| --- |
| Assignments\* On delivery, the attendance list should be signed. |
| Research Report\*\*  Outpatient Clinical Experience Observation Report\*\*\* |

\* The hard copies of the OCE reports and soft and hard copies of the research reports should be delivered on June 01-05, 2020.

\*\*The research reports will be evaluated according to the scale on page 51 and they should be delivered to Public Health Dept.

\*\*\*The OCE reports should be delivered to the Clinical Skills Laboratory in a file. Detailed information about research reports can be found on page 33. On delivery, the attendance list should be signed.

Introduction to the Clinical Practice

Year Two / 2019-20 / Student LIST (will be announced later)

|  |  |  |  |
| --- | --- | --- | --- |
|  |  | OCE-1 | OCE-2 |
| A1 | 165117029 Tarık AYDINLIK | Urology | Family Medicine |
|  | 165117063 Süleyman Ümit EMANET | Urology | Family Medicine |
|  | 1655117040 Aziz KAPTAN | Urology | Family Medicine |
|  | 165116072 Pınar KOŞAR | Cardiology | General Surgery |
|  | 165117018 Sinem ULU | Cardiology | General Surgery |
| A2 | 165117018 Zuhrah RAHİMİ | Neurology | ENT |
|  | 165117030 Yusuf Zahid ERDOĞMUŞ | Neurology | ENT |
|  | 165117001 Onur Can KAYA | Neurology | ENT |
|  | 165117037 Ahmed Arif GÜRSES | Neurology | General Surgery |
|  | 165117076 İrem HABİBOĞLU | Family Medicine | Nerurosurgery |
| A3 | 165116134 Jale AYDIN | Family Medicine | Urology |
|  | 165117004 İrem ZİLAN | Family Medicine | Urology |
|  | 165119837 Nisan KOCA | Dermatology | Internal Medicine |
|  | 165116044 Sude Ecehan SAM | Pulmonology | Pediatrics |
|  | 165117027 Mustafa Naci ABANOZ | Pulmonology | Pediatrics |
| A4 | 165117071 Nursena YABALAR | Nephrology | Cardiology |
|  | 165117058 Gökçe Nur AŞ | Nephrology | Cardiology |
|  | 165117006 Tunahan OKUMUŞ | Physical Th.&Reh. | Pediatrics |
|  | 165117016 Reha ŞAHİN | Physical Th.&Reh. | Pediatrics |
|  | 165119822 Elif SARIHAN | Physical Th.&Reh. | Plastic Surgery |
| A5 | 165117127 Meryem AKÇA | Gastroenterology | Orthopedics |
|  | 165117015 Çağdaş DEMİREL | Physical Th.&Reh. | Internal Medicine |
|  | 165117022 Oğuz YEŞİLTAN | Gastroenterology | Orthopedics |
|  | 165117929 Mustafa Amin ALSADAH | General Surgery | Rheumatology |
|  | 165117008 Merve CANBOLAT | General Surgery | Dermatology |
| A6 | 165116030 Mehmet Batuhan AKYÜREK | Orthopedics | Internal Medicine |
|  | 165117041 Burak CANAYAKIN | Orthopedics | Internal Medicine |
|  | 165117039 Mustafa Can YILMAZ | Pediatrics | Endocrinology |
|  | 165117141 Ekin İNAL | Pediatrics | Orthopedics |
|  | 165117007 Begüm ÖZSARAÇ | Pediatrics | General Surgery |
| A7 | 165117070 Güşta ELİEYİOĞLU | Pediatrics | Physical Th.&Reh |
|  | 165117054 Berkay ÇARŞANBALI | Plastic Surgery | Pulmonology |
|  | 165117002 Batuhan Mustafa ÇELİK | Endocrinology | Physical Th.&Reh |
|  | 165116060 Habibe ÇOLAK | Internal Medicine | Physical Th.&Reh |
|  | 165117036 Gamze NİZAM | Internal Medicine | Urology |
| A8 | 165116169 Alperen Melikşah KURAN | Internal Medicine | Pediatrics |
|  | 165117010 Uğurşan UĞUR | Internal Medicine | Physical Th.&Reh |
|  | 165116086 Furkan ERTUĞRUL | Rheumatology | Neurology |
|  | 165117032 Gamzenur KAYA | ENT | Cardiology |
|  | 165117023 Esma NAZLI | ENT | Neurology |
| A9 | 165116149 Ahmet Taha BAL | Rheumatology | Neurology |
|  | 165117124 Kader YAMAN | Nerurosurgery | Pulmonology |
|  | 165117074 Tuyan GÜRSUL | Internal Medicine | ENT |
|  | 165115127 Hamza ARDIÇ | Internal Medicine | ENT |
| A10 | 165117056 Asude Yaşar ATIL | Pediatrics | Orthopedics |
|  | 165116153 Sümeyra KALMER | Neurology | Orthopedics |
|  | 165119537 Asya ŞİŞMAN | Neurology | Physical Th.&Reh |
|  | 165117014 Sedat PALA | Dermatology | Internal Medicine |
|  | 165117079 Feyza Merve BAĞCI | Pulmonology | Plastic Surgery |
| A11 | 165117147 Hatice ŞAHİN | Urology | Family Medicine |
|  | 165119505 Zahid Talha ÇELİK | Internal Medicine | Physical Th.&Reh |
|  | 165119536 Ayşe KULAÇ | Internal Medicine | Urology |
|  | 165117149 Elif İBİŞ | Internal Medicine | Pediatrics |

Introduction to the Clinical Practice

Year Two / 2019-20 / Student LIST (will be announced later)

|  |  |  |  |
| --- | --- | --- | --- |
|  |  | OCE-1 | OCE-2 |
| B1 | 165117098 Doğa ÖZCAN | Urology | Family Medicine |
|  | 165117129 Emin İdris KONYALIHAT | Urology | Family Medicine |
|  | 165117087 Ulaş Can ERDOĞAN | Cardiology | General Surgery |
|  | 165117131 Sena YILDIZ | Cardiology | General Surgery |
|  | 165117061 Emre ARABACI | Neurology | ENT |
| B2 | 165117086 İrem Nur ANDIRIN | Neurology | ENT |
|  | 165117064 Pelin YEŞİLKAYA | Neurology | ENT |
|  | 165117107 Orhan CEBECİ | Neurology | General Surgery |
|  | 165117044 Gizem YILMAZ | Family Medicine | Nerurosurgery |
|  | 165117118 İlknur YAVUZ | Family Medicine | Urology |
| B3 | 165117146 Mevlüt BAYAZAN | Family Medicine | Urology |
|  | 165117100 Melike YILDIRIM | Dermatology | Internal Medicine |
|  | 165117104 Bahadır Erdi ÖCAL | Pulmonology | Pediatrics |
|  | 165117103 Beyzanur ÇOLAK | Pulmonology | Pediatrics |
|  | 165117142 Sena Nur YÜZGEÇ | Nephrology | Cardiology |
| B4 | 165117145 Sena hatun TÜRKER | Nephrology | Cardiology |
|  | 165117095 Beyza Nur ŞAHİN | Physical Th.&Reh. | Pediatrics |
|  | 165117143 Büşra SIBIÇ | Physical Th.&Reh. | Pediatrics |
|  | 165117097 Emine Gül UMUTLU | Physical Th.&Reh. | Plastic Surgery |
|  | 165117049 Fethiye ŞEN | Gastroenterology | Orthopedics |
| B5 | 165117052 Özgün SALUR | Physical Th.&Reh. | Internal Medicine |
|  | 165117130 Rümeysa DEMİREL | Gastroenterology | Orthopedics |
|  | 165117110 Abdulrahim SEVİNDİ | General Surgery | Rheumatology |
|  | 165117133 Muhammet TÜRKER | General Surgery | Dermatology |
|  | 165117111 Ahmet ÜRÜN | Orthopedics | Internal Medicine |
| B6 | 165117122 Mehmet Can ARSLAN | Orthopedics | Internal Medicine |
|  | 165117126 Ezgi YAKAR | Pediatrics | Endocrinology |
|  | 165117114 Emrullah KAYA | Pediatrics | Orthopedics |
|  | 165117116 Nihal Gökçe YAVUZ | Pediatrics | General Surgery |
|  | 165117139 Saygın SÜNBÜLOĞLU | Pediatrics | Physical Th.&Reh |
| B7 | 165117065 Ahmet Emir DALCI | Plastic Surgery | Pulmonology |
|  | 165117136 Eda nur KUMAŞ | Endocrinology | Physical Th.&Reh |
|  | 165117083 Berk YÜCETÜRK | Internal Medicine | Physical Th.&Reh |
|  | 165117050 Çağla Nur KÜTÜKÇÜ | Internal Medicine | Urology |
|  | 165117066 Ahmet salih BOLAT | Internal Medicine | Pediatrics |
| B8 | 165117042 Emre Burak BUĞDAY | Internal Medicine | Physical Th.&Reh |
|  | 165117088 Nursevinç GEZER | Rheumatology | Neurology |
|  | 165117096 Mustafa GÜLMÜŞ | ENT | Cardiology |
|  | 165117101 Dilara DEMİR | ENT | Neurology |
|  | 165117045 Yadigar ADLİ | Rheumatology | Neurology |
| B9 | 165117045 Gizem GÜNER | Nerurosurgery | Pulmonology |
|  | 1651170144 Berk ÖZMEN | Internal Medicine | ENT |
|  | 165117092 Aral TAKTAK | Internal Medicine | ENT |
|  | 165117069 Burak Can DEMİR | Pediatrics | Endocrinology |
|  | 165119535 Murathan BAYRAKATAR | Pediatrics | Orthopedics |

Introduction to the Clinical Practice

Year Two / 2019-20 / Student LIST (will be announced later)

|  |  |  |  |
| --- | --- | --- | --- |
|  |  | OCE-1 | OCE-2 |
| C1 | 165118027 Zeynep DÜZYOL | Urology | Family Medicine |
|  | 165118032 Muhlise ODABAŞ | Urology | Family Medicine |
|  | 165117184 Mehmet YALÇIN | Cardiology | General Surgery |
|  | 165117156 Nur Senem TINAZ | Cardiology | General Surgery |
|  | 165117180 Ahsen Nihal AKSOY | Neurology | ENT |
| C2 | 165117173 Yasin AYDIN | Neurology | ENT |
|  | 165117157 Nisa ŞİMŞEK | Neurology | ENT |
|  | 165118025 Alisa ADEMOĞLU | Neurology | General Surgery |
|  | 165117197 Elifnur GÜVEN | Family Medicine | Nerurosurgery |
|  | 165117196 Özge SOLMAZ | Family Medicine | Urology |
| C3 | 165117176 Tahan Yiğit YILMAZ | Family Medicine | Urology |
|  | 165117161 Bünyamin ÖZTEMİZ | Dermatology | Internal Medicine |
|  | 165117190 İlayda GERMİ | Pulmonology | Pediatrics |
|  | 165118016 Sofiya ÜSTBAŞ | Pulmonology | Pediatrics |
|  | 165117194 Fatma Ezlem KORKMAZ | Nephrology | Cardiology |
| C4 | 165118022 İrem Ece YÜRÜKÇÜ | Nephrology | Cardiology |
|  | 165118033 Mehmet Emre KEKEÇ | Physical Th.&Reh. | Pediatrics |
|  | 165117171 Muhammet ŞAHİN | Physical Th.&Reh. | Pediatrics |
|  | 165119823 Dilara KAŞ | Physical Th.&Reh. | Plastic Surgery |
|  | 165117168 Furkan TOSUN | Gastroenterology | Orthopedics |
| C5 | 165117166 Mürüvvet GEDİK | Physical Th.&Reh. | Internal Medicine |
|  | 165117160 Kübra UĞUR | Gastroenterology | Orthopedics |
|  | 165118028 Emre CAFRİ | General Surgery | Rheumatology |
|  | 165117195 İrem ÖZDEMİR | General Surgery | Dermatology |
|  | 165117175 Büşra YILDIZ | Orthopedics | Internal Medicine |
| C6 | 165117153 Emine Özge KANYILMAZ | Orthopedics | Internal Medicine |
|  | 165118034 Aylin GEMİCİ | Pediatrics | Endocrinology |
|  | 165117178 Fatma Berfin BİÇER | Pediatrics | Orthopedics |
|  | 165119824 Elifnur ALKAN | Pediatrics | General Surgery |
|  | 165117191 Muhammet Mustafa SOYLU | Pediatrics | Physical Th.&Reh |
| C7 | 165118007 Burak HANCI | Plastic Surgery | Pulmonology |
|  | 165118011 Zeynep AKKUZUGİL | Endocrinology | Physical Th.&Reh |
|  | 165117186 Ramazan TUNÇ | Internal Medicine | Physical Th.&Reh |
|  | 165117188 Ertuğrul ATILKAN | Internal Medicine | Urology |
|  | 165117187 Yunus Emre HIZAL | Internal Medicine | Pediatrics |
| C8 | 165117928 Farah Akram HOBROM | Internal Medicine | Physical Th.&Reh |
|  | 165117152 Ezgi Didem BAKIRKAYNA | Rheumatology | Neurology |
|  | 165117154 Abdullah ŞANLI | ENT | Cardiology |
|  | 165118031 Aybike YILMAZ | ENT | Neurology |
|  | 165114930 Haneen ALZAHRANİ | Rheumatology | Neurology |
| C9 | 165114930 Merve Safa ERGUN | Nerurosurgery | Pulmonology |
|  | 165117159 Zeynep AKBAŞ | Internal Medicine | ENT |
|  | 165117200 Resul GÜNEŞ | Internal Medicine | ENT |
|  | 165118009 Dilara UYSAL | Pediatrics | Endocrinology |
|  | 165117183 Furkan Süleyman YÜKSEKKAYA | Pediatrics | Orthopedics |
| C10 | 165117193 Sinem melis BAŞKAN | Neurology | Orthopedics |
|  | 165118002 Şimanur CEVAHİR | Neurology | Orthopedics |
|  | 165118012 Selin Ece TAHAN | Neurology | Physical Th.&Reh |
|  | 165118008 Melikşah ARSLAN | Dermatology | Internal Medicine |
|  | 165118029 Neçirvan VEROJ | Pulmonology | Plastic Surgery |
| C11 | 165118006 Mehmet Furkan BAŞKENT | Internal Medicine | ENT |
|  | 165117935 İsmail TUNA | Internal Medicine | Physical Th.&Reh |
|  | 165118026 Ömer Faruk VERGİLİ | Internal Medicine | Urology |
|  | 165117198 Emre DÜLGER | Internal Medicine | Pediatrics |
|  | 165118010 Şeyma ARSLAN | Internal Medicine | Physical Th.&Reh |

Introduction to the Clinical Practice

Year Two / 2019-20 / Student LIST (will be announced later)

|  |  |  |  |
| --- | --- | --- | --- |
|  |  | OCE-1 | OCE-2 |
| D1 | 165118059 Ali Eren ONUR | Urology | Family Medicine |
|  | 165118148 Neslişah AR | Urology | Family Medicine |
|  | 165118110 Burak Şahin BARS | Cardiology | General Surgery |
|  | 165118146 Hatice Hilal AYAZ | Cardiology | General Surgery |
|  | 165118181 Eda Begüm ERCE | Neurology | ENT |
| D2 | 165118043 Behman DEMİR | Neurology | ENT |
|  | 165118074 Bihter ezgi TÜRKÜN | Neurology | ENT |
|  | 165118153 Zeynep Su İSTANBULLU | Neurology | General Surgery |
|  | 165118126 Alim ÖRMECİ | Family Medicine | Nerurosurgery |
|  | 165118136 Eylül PEKTAŞ | Family Medicine | Urology |
| D3 | 165118081 Mehmet Hakan ÖZEK | Dermatology | Internal Medicine |
|  | 165118117 Yaren Aslı ULUDEVECİ | Pulmonology | Pediatrics |
|  | 165118171 Aleyna Derya AKCA | Pulmonology | Pediatrics |
|  | 165118115 Fatma İrem ÖZTÜRKOĞLU | Nephrology | Cardiology |
|  | 165118051 Gülsüm Melis ŞAHİN | Nephrology | Cardiology |
| D4 | 165118096 Doğa ÜREY | Physical Th.&Reh. | Pediatrics |
|  | 165118904 Dına H.M. ABUSHAWISH | Physical Th.&Reh. | Pediatrics |
|  | 165118141 Ali Erdem YALÇIN | Physical Th.&Reh. | Plastic Surgery |
|  | 165118079 Batuhan UZCAN | Gastroenterology | Orthopedics |
|  | 165118842 Melek SANCAKLI | Physical Th.&Reh. | Internal Medicine |
| D5 | 165118149 Tolga TUNALI | Gastroenterology | Orthopedics |
|  | 165118188 Mehmet Enes TAŞÇIOĞLU | General Surgery | Rheumatology |
|  | 165118140 Emine Selva AYDOĞDU | General Surgery | Dermatology |
|  | 165118106 Yusuf ÇEPNİ | Orthopedics | Internal Medicine |
|  | 165118189 Halil Mert ALBAYRAK | Orthopedics | Internal Medicine |
| D6 | 165118152 Kerim Mert SATIR | Pediatrics | Endocrinology |
|  | 165118183 Roni TEKEŞ | Pediatrics | Orthopedics |
|  | 165118054 Zeynep Serra TÜZÜN | Pediatrics | General Surgery |
|  | 165118072 İkbal KAYABAŞ | Pediatrics | Physical Th.&Reh |
|  | 165118099 Elçin TURAN | Plastic Surgery | Pulmonology |
| D7 | 165118132 Orçun MEHDER | Endocrinology | Physical Th.&Reh |
|  | 165118107 Büşra İkbal ÜSTÜNER | Internal Medicine | Physical Th.&Reh |
|  | 165118186 Neslişah TEMUROĞLU | Internal Medicine | Urology |
|  | 165118944 Surra HASSAN | Internal Medicine | Pediatrics |
|  | 165118046 Irmak KILIÇKESER | Internal Medicine | Physical Th.&Reh |
| D8 | 165118084 Mert Alp KAYALAR | Rheumatology | Neurology |
|  | 165118085 Mert can ÖZEL | ENT | Cardiology |
|  | 165118169 Mustafa KONUŞ | ENT | Neurology |
|  | 165118142 Bedirhan SOLAK | Rheumatology | Neurology |
|  | 165118122 Melike Sıla AKAN | Nerurosurgery | Pulmonology |
| D9 | 165118097 Yiğit Alp ALPASLAN | Internal Medicine | ENT |
|  | 165118035 Aslı Zeynep CEBE | Internal Medicine | ENT |
|  | 165118091 Cemal efe POLAY | Pediatrics | Endocrinology |
|  | 165118182 Emre ÖZEN | Pediatrics | Orthopedics |
|  | 165118093 Aleyna Sude YOSMAOĞLU | Neurology | Orthopedics |
| D10 | 165118040 Yunus Emre ÖZCAN | Neurology | Physical Th.&Reh |
|  | 165118094 Esin Zeynep CİNAL | Dermatology | Internal Medicine |
|  | 165118144 Nadide İrem AYDIN | Pulmonology | Plastic Surgery |
|  | 165118111 Şerife İrem ALAN | Urology | Family Medicine |
|  | 165118138 Enes SİNAR | Internal Medicine | Pediatrics |
| D11 | 165118065 Elifsu CAMKIRAN | Internal Medicine | ENT |
|  | 165118177 Oktay ÜSTÜN | Internal Medicine | Physical Th.&Reh |
|  | 165118049 Ceren Deniz ÖNDER | Internal Medicine | Urology |
|  | 165118056 Nazlı ÇORUHLU | Internal Medicine | Pediatrics |
|  | 165118068 Mehmet Arda GÖKYER | Internal Medicine | Physical Th.&Reh |

Introduction to the Clinical Practice

Year Two / 2019-20

**SEPTEMBER 2019**

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| **DATE** | **HOUR** | **GROUP A** | | **GROUP B** | **GROUP C** | **GROUP D** |
| **09.09.19** | 10:40-11:30 | ICP-II: INTRODUCTION to ICP-2  *CLASS II-HALL* | | | | |
| **10.09.19** | 09:00-12:30 | HIM/SC-1  *Class II Hall* | | | FST/Reading-1 | FM/Hx&Phx-1  *CSL* |
| 13:40-17:00 | PH/RPW-1  *Classroom No: 025, 026, 027* | | | FM/Hx&Phx-1  *CSL* | FST/Reading-1 |
| **17.09.19** | 09:00-12:30 | SRA1/Meeting with mentors | HIM/SC-2  *Class II Hall* | | FM/Hx&Phx-2  *CSL* | FST/Reading-2 |
| 13:40-17:00 | PH/RPW-2  *Classroom No: 025, 026, 027* | | | FST/Reading-2 | FM/Hx&Phx-2  *CSL* |
| **24.09.19** | 09:00-12:30 | HIM/SC-2  *Class II Hall* | | SRA1/Meeting with mentors | SimPat-1  *CSL* | FM/Hx&Phx-3  *CSL* |
| 13:40-17:00 | PH/RPW-3  *Classroom No: 025, 026, 027* | | | HIM-Ethics-1  *Class II Hall* | |

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**OCTOBER 2019**

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| **DATE** | **HOUR** | **GROUP A** | **GROUP B** | **GROUP C** | **GROUP D** |
| **01.10.19** | 09:00-12:30 | SRA2/Meeting with mentors | HIM/SC-3  *Class II Hall* | FM/Hx&Phx-3  *CSL* | SimPat-1  *CSL* |
| 13:40-17:00 | PH/RPW-4  *Classroom No: 025, 026, 027* | | HIM-Ethics-2  *Class II Hall* | |
| **22.10.19** | 09:00-12:30 | HIM/SC-3  *Class II Hall* | SRA2/Meeting with mentors | SimPat-2  *CSL* | FM/Hx&Phx-4  *CSL* |
| 13:40-17:00 | PH/RPW-5  *Class II Hall* | | FM/Hx&Phx-4  *CSL* | SimPat-2  *CSL* |

**NOVEMBER 2019**

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| **DATE** | **HOUR** | **GROUP A** | **GROUP B** | **GROUP C** | **GROUP D** |
| **05.11.19** | 09:00-12:30 | *Presentations of Group A, Conference Hall* | | FM/Hx&Phx-5 / *Written exam*  *Class II Hall* | |
| 13:40-17:00 | *Presentations of Group B, Conference Hall* | | SimPat-3 | |
| **12.11.19** | 09:00-12:30 | FM/Hx&Phx-1  *CSL* | FST/Reading-1 | HIM/SC-1  *Class II Hall* | |
| 13:40-17:00 | FST-Reading-1 | FM/Hx&Phx-1  *CSL* | PH/RPW-1  *Classroom No: 025, 026, 027* | |
| **19.11.19** | 09:00-12:30 | FST-Reading-2 | FM/Hx&Phx-2  *CSL* | SRA1/ Meeting with mentors | HIM/SC-2  *Class II Hall* |
| 13:40-17:00 | FM/Hx&Phx-2  *CSL* | FST-Reading-2 | PH/RPW-2  *Classroom No: 025, 026, 027* | |
| **26.11.19** | 09:00-12:30 | FM/Hx&Phx-3  *CSL* | SimPat-1  *CSL* | HIM/SC-2  *Class II Hall* | SRA1/ Meeting with mentors |
| 13:40-17:00 | HIM-Ethics-1  *Class II Hall* | | PH/RPW-3  *Classroom No: 025, 026, 027* | |

Introduction to the Clinical Practice

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**DECEMBER 2019**

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| **DATE** | **HOUR** | **GROUP A** | **GROUP B** | **GROUP C** | **GROUP D** |
| **03.12.19** | 09:00-12:30 | SimPat-1  *CSL* | FM/Hx&Phx-3  *CSL* | SRA2/ Meeting with mentors | HIM/SC-3  *Class II Hall* |
| 13:40-17:00 | HIM-Ethics-2  *Class II Hall* | | PH/RPW-4  *Classroom No: 025, 026, 027* | |
| **17.12.19** | 09:00-12:30 | SimPat-2  *CSL* | FM/Hx&Phx-4  *CSL* | HIM/SC-3  *Class II Hall* | SRA2/ Meeting with mentors |
| 13:40-17:00 | FM/Hx&Phx-4  *CSL* | SimPat-2  *CSL* | PH/RPW-5  *Class II Hall* | |
| **24.12.19** | 09:00-12:30 | FM/Hx&Phx-5 / *Written exam*  *Class II Hall* | | *Presentations of Group C, Conference Hall* | |
| 13:40-17:00 | SimPat-3  *CSL* | | *Presentations of Group D, Conference Hall* | |

Introduction to the Clinical Practice

Year Two / 2019-20

**JANUARY– FEBRUARY 2020**

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| **DATE** | **HOUR** | **GROUP A** | **GROUP B** | **GROUP C** | **GROUP D** |
| **14.01.20** | 09:00-12:30 | SimPat-4 | SRA3/Permission application | CSL-1  *CSL* | SRA3/ Permission application |
| 13:40-17:00 | AHum Film Session *Class II Hall* | CSL-1  *CSL* | AHum Film Session *Class II Hall* | SimPat-4 |
| **21.01.20** | 09:00-12:30 | SRA3/Permission application | SimPat-4 | SRA3/Permission application | CSL1  *CSL* |
| 13:40-17:00 | CSL-1  *CSL* | AHum Film Session *Class II Hall* | SimPat-4 | AHum Film Session *Class II Hall* |
| **18.02.20** | 09:00-12:30 | HIM / AHum-1  *Class II Hall* | CSL-2  *CSL* | SimPat-5 | OCE1  *MU Hospital Outpatient Clinics* |
| 13:40-17:00 | SimPat-5 | AHum1  *Class II Hall* | CSL-2  *CSL* |
| **25.02.20** | 09:00-12:30 | SimPat-6 | OCE1  *MU Hospital Outpatient Clinics* | AHum1  *Class II Hall* | CSL-2  *CSL* |
| 13:40-17:00 | CSL-2  *CSL* | SimPat-6 | AHum1  *Class II Hall* |

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**MARCH 2020**

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| **DATE** | **HOUR** | **GROUP A** | **GROUP B** | **GROUP C** | **GROUP D** |
| **03.03.20** | 09:00-12:30 | AHum-2  *Class II Hall* | SimPat-5 | OCE1  *MU Hospital Outpatient Clinics* | CSL-3  *CSL* |
| 13:15-17:00 | CSL-3  *CSL* | AHum2  *Class II Hall* | SimPat-5 |
| **10.03.20** | 09:00-12:30 | OCE1  *MU Hospital Outpatient Clinics* | CSL-3  *CSL* | AHum2  *Class II Hall* | SimPat-6 |
| 13:15-17:00 | SimPat-6 | CSL-3  *CSL* | AHum2  *Class II Hall* |
| **17.03.20** | 09:00-12:30 | SimPat-7 | SRA4/ Data collection | SRA4/ Data collection | CSL-4  *CSL* |
| 13:15-17:00 | CSL-4  *CSL* | SRA5/ Data collection | SRA5/ Data collection | SimPat-7 |
| **24.03.20** | 09:00-12:30 | SRA4/ Data collection | CSL-4  *CSL* | SimPat-7 | SRA4/ Data collection |
| 13:40-17:00 | SRA5/ Data collection | SimPat-7 | CSL-4  *CSL* | SRA5/ Data collection |
| **31.03.20** | 09:40-11:30 | *ICP Panel (Conference Hall)* | | | |
| 11:30-14:00 | *MaSCo2019* Bazaar | | | |
| 14:00-17:00 | AHum 3  *Class II Hall* | | | |

Introduction to the Clinical Practice

Year Two / 2019-20

**APRIL 2018**

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| **DATE** | HOUR | GROUP A | | GROUP B | | GROUP C | GROUP D | |
| **07.04.20** | 09:00-12:30 | SRA6/Data collection | | SRA6/ Data collection | | SRA6/ Data collection | *OCE2*  *MU Hospital Outpatient Clinics* | |
| 13:40-17:00 | SRA7/Data collection | | SRA7/ Data collection | | SRA7/ Data collection |
| **14.04.20** | 09:40-11:30 | *OCE2*  *MU Hospital Outpatient Clinics* | | SRA8 /Data Analysis | | SRA8/Data Analysis | SRA6/ Data collection | |
| 11:30-13: | SRA9/ Data Analysis | | SRA9/Data Analysis | SRA7/ Data collection | |
| **09.04.19** | 09:00-12:30 | SRA8/Data Analysis | | CSL-5(OSCE)  *CSL* | | *OCE2*  *MU Hospital Outpatient Clinics* | SRA8/ Data Analysis | |
| 13:40-17:00 | CSL-5 (OSCE)  *CSL* | | SRA10/ Data Analysis | | SRA9/ Data Analysis | |
| **28.04.20** | 09:00-12:30 | SRA9/Data Analysis | *OCE2*  *MU Hospital Outpatient Clinics* | | SRA10/ Data Analysis | | CSL-(OSCE)  *CSL* |
| 13:40-17:00 | SRA10/Data Analysis | CSL (OSCE)  *CSL* | | SRA10/ Data Analysis |

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**MAY 2018**

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| **05.05.20** | 09:00-12:30 | CSL- 6 (resp)  *CSL* | Feedback  (11:30-12:30) | SRA11/ Preparation of presentation | |
| 13:40-17:00 | Feedback  (11:30-12:30) | CSL- 6 (resp)  *CSL* |
| **08.05.20** | Abstract deadline | | | | |
| **12.05.20** | 09:00-12:30 | SRA 11/Preparation of presentations | | CSL- 6 (resp)  *CSL* | Feedback  (11:30-12:30) |
| 13:40-17:00 | Feedback  (11:30-12:30) | CSL- 6 (resp)  *CSL* |
| **29.05.20** | 09:00-17:00 | *MaSCo2019* | | | |
| **02.06.20** | 09:00-17:00 | SRA12/ Report writing | | | |

Introduction to the Clinical Practice

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| **Tutors of the Courses (Faculty)** | | | |
| **BCS: Hx-Phx & SimPat Practice** Pemra Cöbek Ünalan  Serap Çifçili  *Clinical Skills Laboratory*  *& Class II Hall* | **HIM/Ethics**  Şefik Görkey  Gürkan Sert  *Class II Hall* | **HIM/Ahum**  Mehmet Akman  Özge Emre  *Class II Hall* | **HIM/Social Concepts** Mehmet Ali Gülpınar  *Class II Hall* |
| **RPW** Ahmet Topuzoğlu  Seyhan Hıdırıoğlu  N. Emel Lüleci  Pınar Ay  Nilüfer Özaydın  Dilşad Save  *Classroom No: 025, 026, 027 (Ground floor) & Class II Hall* | | **BCS: Clinical Skills Laboratory** Serap Çifçili  Yasemin Masal Pekru  Hasan Raci Yananlı  Hatice Karabuğa  Özge Keniş  Arzu Uzuner  Çiğdem Apaydın Kaya  Yasemin Doğan Kaya  Nazire Öncül Börekçi  Selahattin Köroğlu  *Clinical Skills Laboratory* | |

Introduction to the Clinical Practice

Year Two / 2019-20

Hx-Phx

**BASIC CLINICAL SKILLS: History Taking and Physical Examination**

**Hx-Phx**



##### **Dept. of Family Medicine**

Introduction to the Clinical Practice

Year Two / 2019-20

Hx-Phx

##### GENERAL INFORMATION

The **“History Taking and Clinical Examination (Hx-Phx)”** program is a two-years course in ICP program: Year 2 and 3.

We would like to remind you that the **“Communication Skills and Introduction to the Medical Interview”** course (Year I) precedes Hx&Phx course. Also **“HIM:Ethics”** and **“HIM:Social Concepts”** courses should be accepted as complementary components of it.

In Hx&Phx (Year Two) course you will

* discuss patient-centred approach,
* practice communication skills in medical setting,
* learn basic interviewing skills,
* become familiar with the student-physician role,
* learn how to take a medical history and
* have an introduction to the general physical examination skills such as the appropriate sequencing, patient positioning and use of instruments
* and overview some of the most common signs, symptoms and diseases in general/family medicine.

This program has also an experiential component: **“Outpatient Clinics Experience (OCE)”**. In the second semester you will have an hospital assignment program: Students will be **“observers”** in different outpatient clinics of Marmara University Hospital, observe physicians seeing patients, utilize checklists, and write personal reports for each visit. Detailed OCE program and forms will be given to you before the first semester ends.

An important component of the Hx&Phx is the **“History Taking Exercises**”. To realize these exercises each student will play both physician and patient roles.

It is important to remember that these are the first steps in **the life-long process of learning about clinical medicine**. What is expected from this two-years program of Hx&Phx is that each student will demonstrate competence in the basic techniques of the medical interview and history taking (e.g., opening and closing an interview, make appropriate transition statements, symptom search) and physical examination (e.g., proper use of stethoscope and positioning of patient for the cardiac examination). **It is essential that you acquire these skills and continue to “fine-tune” them throughout your life as a physician.**

**Sim Pat Practice: History taking practice with simulated patient:**

Students will have the opportunity to take a medical history from a simulated patient in the recording room. Designated time for your group is listed on the program. You should take an appointment from Clinical Skills Laboratory secretary Aynur Keskin.

Introduction to the Clinical Practice

Year Two / 2019-20

Hx-Phx

**Objectives / Teaching Methods / Time**

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| **WEEK 1** | | |
| **Session Objectives** | **Teaching Methods** | **Time** |
| Welcome and Introduction | | 45 min |
| 1. Recalling “Communication Skills and Introduction to the Medical Interview” program of Year 1. 2. Describe and discuss about patient centred approach. | * Case Discussion: *Osteoarthritis* (Video) * Discussion in three groups (interviewer-patient-observer) * Tutor Review: *“Patient-Centred Approach”* | 45 min |
| 1. Discuss fundamental skills required for medical interview. | * Tutor Presentation: *“Art of Interviewing”* * Introduction of ICP-IntCL(ICP Interviewing Skills Check List) | 30 min |
| PRACTICE: Groups of Three   1. Appropriately initiate and terminate medical interview. 2. Demonstrate the awareness of different question types. 3. Utilize ICP-IntCL. 4. Demonstrate professional and positive presentation of self. 5. Recognize different patient responses that effect medical interview. | * Three case scenarios with different medical and social issues * Interchanging roles:  Interviewer-Patient-Observer * Observers utilize the ICP-IntCL and give feedback * Discussion within the small groups * General Discussion | 60 min |
| Feedback | | 15 min |

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Hx-Phx

**Objectives / Teaching Methods / Time**

|  |  |  |
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| **WEEK 2** | | |
| **Session Objectives** | **Teaching Methods** | **Time** |
| Welcome | | 10 min |
| 1. List basic components and appropriate sequence of medical history 2. Identify the chief complaint and the history of present illness components of medical history 3. Record the major problem and chronology of patient's story | * Case Presentation: “*Pop feeling”* (Video) * Utilize Check Lists: (ICP-IntCL and ICP-OHx) * Tutor Review: *“Chest Pain”* | 60 min |
| 1. Demonstrate the knowledge of symptom pursuit for selected common signs, symptoms and diseases in general general/family medicine | * Tutor Presentation: *“CC and HPI with regard to selected common signs, symptoms in general general/family medicine”* | 60 min |
| 1. Demonstrate the knowledge of questioning skills in chief complaint (CC) and history of present illness (HPI) 2. List the general questioning topics of symptom pursuit | * Case Study * Discussion and develop an HPI part of a medical interview by a problem based session. | 60 min |
| Reading assignments for next week’s quiz and feedback | | 10 min |

Introduction to the Clinical Practice

Year Two / 2019-20

Hx-Phx

**Objectives / Teaching Methods / Time**

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| **WEEK 3** | | |
| **Session Objectives** | **Teaching Methods** | **Time** |
| Welcome and quiz | | 10 min |
| 1. Demonstrate the awareness of the need of an appropriate model for student- physician role 2. Demonstrate professional and positive feed-back skills and self-recognition by this way. 3. Recognize different physician characteristics patient responses that effect medical interview. 4. Take a medical history with the guidance of ICP-OHx | *SimPat Exercise*   * + Simulation of three case scenarios with different headaches: Tutor-patient vs student-physician (3 students)   + “Groups of three”: observe the interview and utilize ICP-IntCL and ICP-OHx   + Every patient and physician talk about their feelings during the previous experience   + Individuals give feedback to the “physician” and the “patient” about the previous each medical interview. | 75 min |
| 1. Discuss the basic features of medical note-taking | * Group Work: Groups prepare their medical notes on flipcharts * Group presentations * General Discussion | 60 min |
| 1. Demonstrate the knowledge of headache in general/family medicine | * Tutor Review: “Headache in General/Family Medicine” | 20 |
| Reading assignments for next week’s quiz and feedback | | 10 min |

Introduction to the Clinical Practice

Year Two / 2019-20

Hx-Phx

**Objectives / Teaching Methods / Time**

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| **WEEK 4** | | |
| **Session Objectives** | **Teaching Methods** | **Time** |
| Welcome and quiz feed-back | | 10 min |
| 1. Demonstrate the awareness of sensitive issues in medical history 2. Discuss the methods of managing sensitive issues | * Brain storming: *“What are the sensitive issues or difficult topics in history taking”* * SimPat: *“Drug Compliance and other problems”* (Video) * Tutor Review: “Sensitive issues in history taking” | 60 min |
| PRACTICE: SimPat Exercise  3. Demonstrate the skills necessary to perform a complete history  (with the guidance of ICP-OHx if required)    2. Demonstrate the knowledge of questioning skills in “dysuria” | * Simulation of a case Tutor-patient vs student-physician * Discussion | 70 min |
| 5. Assessment of the knowledge about the selected common signs and symptoms. | * Quiz type exam | 20 min |
| Feedback | | 10 min |

Introduction to the Clinical Practice

Year Two / 2019-20

Hx-Phx

**Objectives / Teaching Methods / Time**

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| **WEEK 5** | | |
| **Session Objectives** | **Teaching Methods** | **Time** |
| 1. Describe the purpose and procedure of history taking and physical examination. | * Tutor presentation: “How is it possible to rely on the data in medical records?; Validity and the others” | 50 min |
| 1. Discuss about the general appearance of patient. 2. Underline inspection as an important element in general physical examination | * Tutor Presentation: “ Inspection: General Appearance of Patient” * Slide presentation of some of the clinical findings during inspection. | 60 min |
| Feedback | | 10 min |
| 1. Assessment | * A written exam that consists of multiple-choice questions. | 30 min |

Introduction to the Clinical Practice

Year Two / 2019-20

Hx-Phx

##### Evaluation

* At the completion of Hx&Phx, students are expected to be competent basically in three skills:
  1. Basic interviewing skills with respect to *“ICP-IntCL”*
  2. Complete history taking with respect to *“ICP-OHx”*
  3. Medical-note taking with respect to the chapter *The Patient’s Records”*

Failure to show competence in these skills will result in a failing grade.

**Objective Structured Clinical Examination** will have two stations each with 10 minutes:

* 1. Interviewing with the patient (history taking)
  2. Writing the report of interview (medical history)
* Students are permitted to take notes during the SimPat Interview.
* Related check-lists or guides will not be taken into the interviewing room.

**Written exam** will be composed of 20 multiple choice questions. For written exam, we recommend you to study all of the “readings” attached to the Course book.

**Outpatient Clinical Experience Report** should include both outpatient clinic visits. Primary goal of the visit is to observe history taking process and how the topics covered in the ICP program, takes place in the real medical setting. Thus; your report should include your observations about, patient-physician relationship, history taking process, medical note taking, social determinants affecting the medical process, precautions taken before the physical examination etc. … The report should be written in Times New Roman, 12 points with 1.5 line spacing, two pages on average.

**Quiz** In every session, tutors will recommend the students to read certain parts from the course readings or watch certain videos and the quiz at the proceeding session will cover these readings and films.

**Grading Policy of Hx-Phx**

|  |  |
| --- | --- |
| **Component** |  |
| OCE Report – quiz notes | 10% |
| (OSCE) Simulated Patient Interview | 50% |
| (OSCE) Medical History Report | 15% |
| Written exam | 25% |

Introduction to the Clinical Practice

Year Two / 2019-20

CSL

**BASIC CLINICAL SKILLS: Clinical Skills Laboratory**

**CSL**



##### **Dept. of Family Medicine**

##### **Dept. of Pharmacology**

Introduction to the Clinical Practice

Year Two / 2019-20

CSL

##### GENERAL INFORMATION

The **“Clinical Skills Laboratory (CSL)”** activities take place at the second and third year of the ICP program. First Aid Program, which takes place at the first year may also be considered as a part of procedural skills.

During Clinical Skills Activities, you will watch and demonstrate a number of basic procedural skills and physical examination techniques.

* As teaching methods; video presentations, tutor presentation and especially demonstration and coaching will be used.
* You will be provided many opportunities to demonstrate all skills one by one, under supervision and get individual feed-back which are very valuable for skill improvement.
* If you want to study individually on the models, you can take an appointment from the CSL worker.

You are expected to wear white coat at the sessions. Also, you may be requested to bring certain materials like sterile gloves or injectors. These requirements will be announced later, so please follow-up the related announcements.

A copy of the course guide which includes all checklists of the skills and brief descriptions about the needs, materials and policies of these skills can be supplied from the Clinical Skills Laboratory.

**Assessment:**

The course will be evaluated by objectively structured clinical examination.

The exam will include 7-8 stations at which you will demonstrate the skills that you have learned at the previous sessions.

At all stations a teacher will supervise and rate the student.

Maximum score will be 100.

Introduction to the Clinical Practice

Year Two / 2019-20

CSL

|  |  |  |
| --- | --- | --- |
| **WEEK 1** | | |
| **Session Objectives** | **Teaching Methods** | **Time** |
| Welcome and introduction to Clinical skills Laboratory | | 10 Min |
| * Describe the environment and the attitudes necessary for the general physical examination * Demonstrate the skills necessary for transition to physical examination and basic medical procedures. * Give a complete list of precautions to take during the examination. * Define the terms medical and surgical asepsis and differences between them. * Describe why and where hand-washing is required and the hand-washing procedure. * Define the terms clean, sterile, contaminated, sterile supplies and cite situations where surgical asepsis is required. * Demonstrate hand hygiene procedure. * Wear and remove sterile gloves. * Describe and demonstrate the essential techniques of general physical examination | * Video presentation: “Hand washing, Glove wearing and Removing” * Demonstration and practice of skills; “hand washing, glove wearing and removing. * Video presentation: “Once upon a time” * Discussion about setting the stage and attitudes necessary for a physician to have a general examination of the patient * Video Presentation  (Mosby’s: Examination Techniques) * Demonstration of the ideal palpation, percussion and auscultation techniques of general physical examination in clinical skills laboratory. | 180 min |

Introduction to the Clinical Practice

Year Two / 2019-20

CSL

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| **WEEK 2** | | |
| **Session Objectives** | **Teaching Methods** | **Time** |
| Welcome | | 10 min |
| * Describe the different routes of medication administration. * Aspirate from ampoule and flacon. * List the parenteral medication administration routes. * Describe and perform intramuscular medication administration. * Describe and perform subcutaneous medication administration. * Describe and perform intravenous medication administration. * Perform blood sampling. | * Tutor presentation: Medication administration routes * Tutor presentation: Blood sampling * Demonstrate intramuscular medication administration * Demonstrate subcutaneous medication administration * Demonstrate intravenous medication administration | 180 min |

Introduction to the Clinical Practice

Year Two / 2019-20

CSL

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| **WEEK 3 a** | | |
| **Session Objectives** | **Teaching Methods** | **Time** |
| Welcome | | 10 min |
| * Demonstrate screening examination for musculoskeletal disorders (GALS) Gait – Arms – Legs – Spine * Performs a regional examination of the musculoskeletal system (‘REMS’)   + Examines the hand and wrist   + Examines the elbow   + Examines the shoulder   + Examines the hip   + Examines the knee   + Examines the foot and ankle   + Examines the spine | * Video presentation: Musculoskeletal examination * Tutor presentation: Most common signs a of musculoskeletal system * Demonstration of “GALS” * Demonstration of “REMS” | 180 min |

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| **WEEK 3 b** | | |
| **Session Objectives** | **Teaching Methods** | **Time** |
| Welcome | | 10 min |
| * + List the characteristics of suture materials.   + Describe skin suturing.   + Describe wound repairing.   + Apply local anesthesia.   + Perform skin suturing.   + Perform wound closure. | * Video presentation: “Wound repair and skin suturing” * Tutor presentation: “Suture materials” * Demonstration of skin suturing and wound repair. | 180 min |

Introduction to the Clinical Practice

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CSL

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| **WEEK 4 / Review** | | |
| **Session Objectives** | **Teaching Methods** | **Time** |
| Welcome | | 10 min |
| * + Recall hand washing procedure.   + Recall glove wearing and removing.   + Recall intramuscular medication administration.   + Recall subcutaneous medication administration.   + Recall intravenous medication administration.   + Recall skin suturing.   + Recall examination methods.   + Recall musculoskeletal examination | * Demonstrating and reviewing all skills. | 180 min |

|  |
| --- |
| **WEEK 5** |
| Objectively Structured Clinical Examination:  This exam will include both clinical skills and history taking skills. |

Introduction to the Clinical Practice

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CSL

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| **WEEK 6** | | |
| **Session Objectives** | **Teaching Methods** | **Time** |
| Welcome | | 10 min |
| * + Revise basic anatomic landmarks of the respiratory system   + Identify normal findings of the chest   + Explain the technique for palpation of the chest   + Explain the technique for percussion of the chest   + Explain the technique for auscultation of the chest   + Identify expected breath sounds and unexpected sounds including crackles, wheezes, gurgles, and stridor. | * Tutor presentation: Examination of the respiratory system * Video presentation: Examination of the respiratory system and most common signs * Demonstration and coaching | 180 min |

Introduction to the Clinical Practice

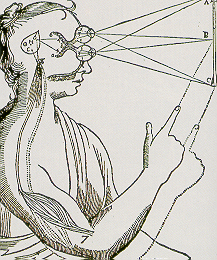
Year Two / 2019-20

HIM

**Human in Medicine:**

**Social Concepts in Health**

**HIM:SC**



##### **Dept. Medical Education**

##### **School of Sociology**

Introduction to the Clinical Practice

Year Two / 2019-20

HIM

**INTRODUCTION TO SOCIAL ISSUES**

**IN HEALTH AND DISEASE, AND IN MEDICINE**

**General Information**

An twelve-hour-course (four hours per week, three weeks), will be one of the threads of your multi-thread ICP course in the beginning of this year.

It aims to open your minds to *sociological imagination* in order to understand more fully how your actions as a physician may affect the larger society, and how you, yourselves, patients, medical practices, health and illness are shaped by social forces.

**Objectives**

At the end of this introductory course, you will;

* + - 1. be able to grasp social and cultural environment as it affects health and disease, the roles of physicians and the experiences of patients;
      2. be more alerted to the social and cultural issues in clinical encounter, and
      3. be able to understand the importance of bio-psycho-social approach in patient evaluation.

**Areas of interest**

Social Factors: age, gender, class

The influence of Social Factors on Health and Illness

Bio-psycho-social model

Stigmatization, medicalisation

**The Reading list**

(New texts will be announced during the course)

Ray M. *Fitzpatrick.Society and Changing Patterns of Disease*. Chapter I in Sociology as Applied to Medicine, edited by Graham Scambler,1997.

Introduction to the Clinical Practice

Year Two / 2019-20

HIM

**Student Assignments**

Assignments will include minimum 500-word essays, which will be asked to be written on selected topics given by course tutors. Assignments will be handed back in due time which will be announced by the tutors and preferably will be in word-processor-file format and print-outs.

**Course sessions**

Course sessions will include didactic lectures, case studies, role plays, personal narratives by the students, and presentation of student assignments.

**Course Requirements and Evaluation Method**

Full attendance is required, and also your energetic creative participation is the necessary component of our learning environment.

For the evaluation, student assignments will constitute the total score.

 Introduction to the Clinical Practice

Year Two / 2019-20

HIM

**Human in Medicine:**

**Ethics  
HIM: Ethics**



**Department of Medical Ethics and Deontology**

Introduction to the Clinical Practice

Year Two / 2019-20

HIM

**INTRODUCTION TO MEDICAL ETHICS**

**General Information**

Medical ethics is optimally taught with a mixture of lecture and small group activities. This allows students to acquire the basic core information and to develop the critical analytical and communication skills necessary to successfully identify, analyse and resolve ethical problems faced in clinical practice. The small group activities revolve around the analysis and discussion of the ethical and legal issues in actual clinical cases.

**Objectives**

At the end of this introductory course, you will be able to

* 1. list and define the major principles and rules of medical ethics,
  2. demonstrate the awareness about the issues regarding the “beginning of life” and “right to life” issues,
  3. discuss the central role of “confidentiality” and “informed consent” in clinical practice,
  4. demonstrate the awareness about the issues regarding the “decisions near the end of life”.

**The Reading list**

Attached

**Student Assignments**

Small group assignments will include minimum 500-word essays on cases given by course tutor. Groups (each two-student) will make presentations of their assignments.

Assignments will be handed back at latest on the last day of the course.

**Course sessions**

Course sessions will include didactic lectures, presentation of student assignments and discussion.

**Course Requirements and Evaluation Method**

Full attendance is required.

For the evaluation, student assignments will constitute 50% of the total score; the other 50% will come from the presentation and discussion.

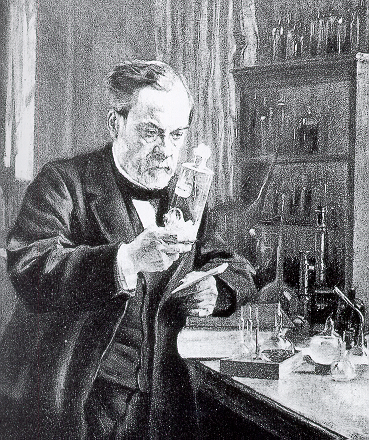
Introduction to the Clinical Practice

Year Two / 2019-20

**RPW**

**Research Proposal Workshop**

**RPW**



**Department of Public Health**

Introduction to the Clinical Practice

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**RPW**

**RESEARCH PROPOSAL WORKSHOP:**

**PROGRAMME**

**Week 1**

(Half of the class [Group A+B or Groups C+D] divided into three subgroups):

* Well-come and introduction
* Group working- I: Parts of an article
* Steps in designing and conducting an epidemiologic survey:
* Comparison and hypothesis development
* Survey methods (I) Observational vs. experimental studies, descriptive and analytic studies
* Survey methods (II) (Cross-sectional studies)
* Evaluation of the day

**Week 2**

(Within subgroups)

* Survey methods (III) (Case Control studies)
* Survey methods (IV) (Cohort studies)
* Survey methods (V) (Experimental studies)
* Group working: To decide most appropriate research design for a given problem
* Formulating the objectives (Topic, title, purpose)
* Group working: Formulating the general objectives, specific objectives for a given study
* Evaluation of the day

Introduction to the Clinical Practice

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**RPW**

**Week 3**

(Within subgroups)

* Study population and sampling: definition of the specific terms
* Variables: dependent and non-dependent variables, conceptual and operational definitions of the variables, types of the variables (nominal, ordinal, interval), data collection sources
* Group working: Identification of study population, describing the variables (conceptual and operational definitions, scales, data sources)
* Questionnaire: Parts of an questionnaire, open ended and close ended questions
* Evaluation of the day

**Week 4**

(Within subgroups)

* Group working: Preparing and asking questions
* Ethical considerations
* How does a research proposal look like?
* Group working: preparation of research proposal,
* Questions and evaluations

**Week 5**

**(All groups)**

* Qualitative research techniques

**Week 6:**

Research proposal presentation

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RPW

**EVALUATION AND ASSESSMENT OF SRA**

**Students are obliged to present their research in MaSCo. Those who does not attend to the MaSCo session in which their group is presenting, will not be evaluated for the whole SRA program and will be graded as “0”.**

Research activity note is given depending on the **written exam score**, **research report** and the **feed-back from your counselor**(on your team performance, on research planning, activity, procedure, end product and its presentation) (Written exam %40, Research Report and Counselor feed-back 60%). For both evaluations standard guidelines are used (see: Form 1 and Form 2 on pages 50 and 51).

|  |  |
| --- | --- |
| **Component** |  |
| Written exam | 40% |
| Research report | 30% |
| Counsellor feed-back | 30% |

**Written exam date will be announced at the beginning of the workshop.**

**Process**

During the research process, a Counsellor will be assigned for each group and they are expected to meet him/her regularly. It is the group’s responsibility to get the first contact with the Counsellor. Groups are expected to get an appointment from the counsellor and to be ready on time as whole group.

For each research group, it is mandatory to prepare and present their “research proposal” according to the acquired knowledge from the five weeks course on Research Proposal Workshop and with the knowledge and approval of their research counsellor.

Proposals are rejected if they are prepared without the knowledge/approval of the Counsellor and/or the Teacher’s Committee does not approve them. Those groups whose proposals are rejected are expected to re-submit another research proposal.

After the research proposal presentation, most of the groups are asked to make some revisions in specific parts of their proposals. Those groups are expected to submit their revised proposal on time.

Groups who do not fulfil above requirements are considered as failed from RPW.

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**RPW**

**Form-1 RESEARCH ASSESSMENT FORM (ICP-II)**

(Will be completed by the research counsellor of the Student Research Group after MaSCo is finished)

*Please complete the assessment of your research group members’ performance relative to the other members of the group on the same form. Each member will take part on one column. Take into consideration the following criteria. Send the completed assessment form to serapcifcili∂gmail.com OR leave the printed and envelopped copy to Prof.Serap Çifçili’s name at Clinical Skills Lab.secretary (ground floor).*

Performance value (0-100): 0=not observed/assessed 5=insufficient 10=satisfactory 15=good

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | 1st student | | | | 2nd student | | | | 3rd student | | | | 4th student | | | | 5th student | | | |
| Student’s Name |  | | | |  | | | |  | | | |  | | | |  | | | |
| Student’s Number |  | | | |  | | | |  | | | |  | | | |  | | | |
| Skills Related to Research Planning and Topic Decision (Creating research question) | 0 | 5 | 10 | 15 | 0 | 5 | 10 | 15 | 0 | 5 | 10 | 15 | 0 | 5 | 10 | 15 | 0 | 5 | 10 | 15 |
| Literature search and forming data collecting tools | 0 | 5 | 10 | 15 | 0 | 5 | 10 | 15 | 0 | 5 | 10 | 15 | 0 | 5 | 10 | 15 | 0 | 5 | 10 | 15 |
| Data collection and analysis | 0 | 5 | 10 | 15 | 0 | 5 | 10 | 15 | 0 | 5 | 10 | 15 | 0 | 5 | 10 | 15 | 0 | 5 | 10 | 15 |
| Research presentation preperation, presenting skills, reporting | 0 | 5 | 10 | 15 | 0 | 5 | 10 | 15 | 0 | 5 | 10 | 15 | 0 | 5 | 10 | 15 | 0 | 5 | 10 | 15 |
| Collaboration and communication in the research team | 0 | 5 | 10 | 15 | 0 | 5 | 10 | 15 | 0 | 5 | 10 | 15 | 0 | 5 | 10 | 15 | 0 | 5 | 10 | 15 |
| Relating with and making use of the mentor | 0 | 5 | 10 | 15 | 0 | 5 | 10 | 15 | 0 | 5 | 10 | 15 | 0 | 5 | 10 | 15 | 0 | 5 | 10 | 15 |
| Commitment and continuity | 0 | 5 | 10 | | 0 | 5 | 10 | | 0 | 5 | 10 | | 0 | 5 | 10 | | 0 | 5 | 10 | |
| Total |  | | | |  | | | |  | | | |  | | | |  | | | |

Other Comments:

Name and Surname of the Research Counsellor:

Introduction to the Clinical Practice

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**RPW**

**Form 2- RESEARCH REPORT EVALUATION FORM (ARAŞTIRMA RAPORU DEĞERLENDİRME FORMU)**

|  |  |
| --- | --- |
| EVALUATION CRITERIA (DEĞERLENDİRME ÖLÇÜTLERİ) |  |
| Is background information, based on current literature knowledge specific to the subject-research and revealing the importance of the research included? / Literatür bilgisine dayanan, konuya-araştırmaya özel güncel bilgileri de içeren ve araştırmanın önemini ortaya koyan bir arka plan bilgisi sunulmuş mu? | 10 |
| Is the purpose of the research explicitly stated? / Araştırmanın amacı açık olarak belirtilmiş mi?  Is the purpose consistent with the title? / Amaç araştırmanın başlığı ile uyumlu mu? | 10 |
| Method of the research / Araştırmanın yöntemi  Is the method consistent with the purpose? / Yöntem, araştırmanın amacına uygun mu?  Is the name of the method determined correctly? / Yöntemin adı doğru belirlenmiş mi?  Is detailed information about the universe, sampling, sample selection, data collection method given? | 25 |
| Are the tables and / or graphics in the results section correct? Elaborate? Is there enough explanation in the title and etc? / Bulgular bölümünde tablo ve/veya grafikler doğru mu? Özenli mi? Başlıkta vb. yeterli açıklama var mı?  Is there an explanation about each (or a couple of) tables / graphics? / Her bir (veya birkaç) tablo/grafikle ilgili açıklama yazılmış mı? | 25 |
| Is there a discussion section in the research that results are discussed in and / or compared to other studies (ie, "discussion")? Is the discussion based on literature knowledge? / Araştırmada sonuçların kendi içinde tartışıldığı ve/veya başka çalışmalarla karşılaştırıldığı (yani “tartışma” niteliğine uygun) bir tartışma bölümü var mı? Tartışma literatür bilgisine dayandırılıyor mu? | 10 |
| Is there a suggestion section in the research? If so, is it specific to the results? Araştırmada öneriler bölümü var mı? Varsa araştırma sonuçlarına özgü mü? | 10 |
| Evaluation of the references:  Are they enough, considering the subject? / Konuyu dikkate alarak- yeterli mi?  Are they current? / Güncel mi?  Are they written according to reference writing rules? / Yazım kurallarına uygun yazılmış mı? | 10 |
| SUM / TOPLAM |  |