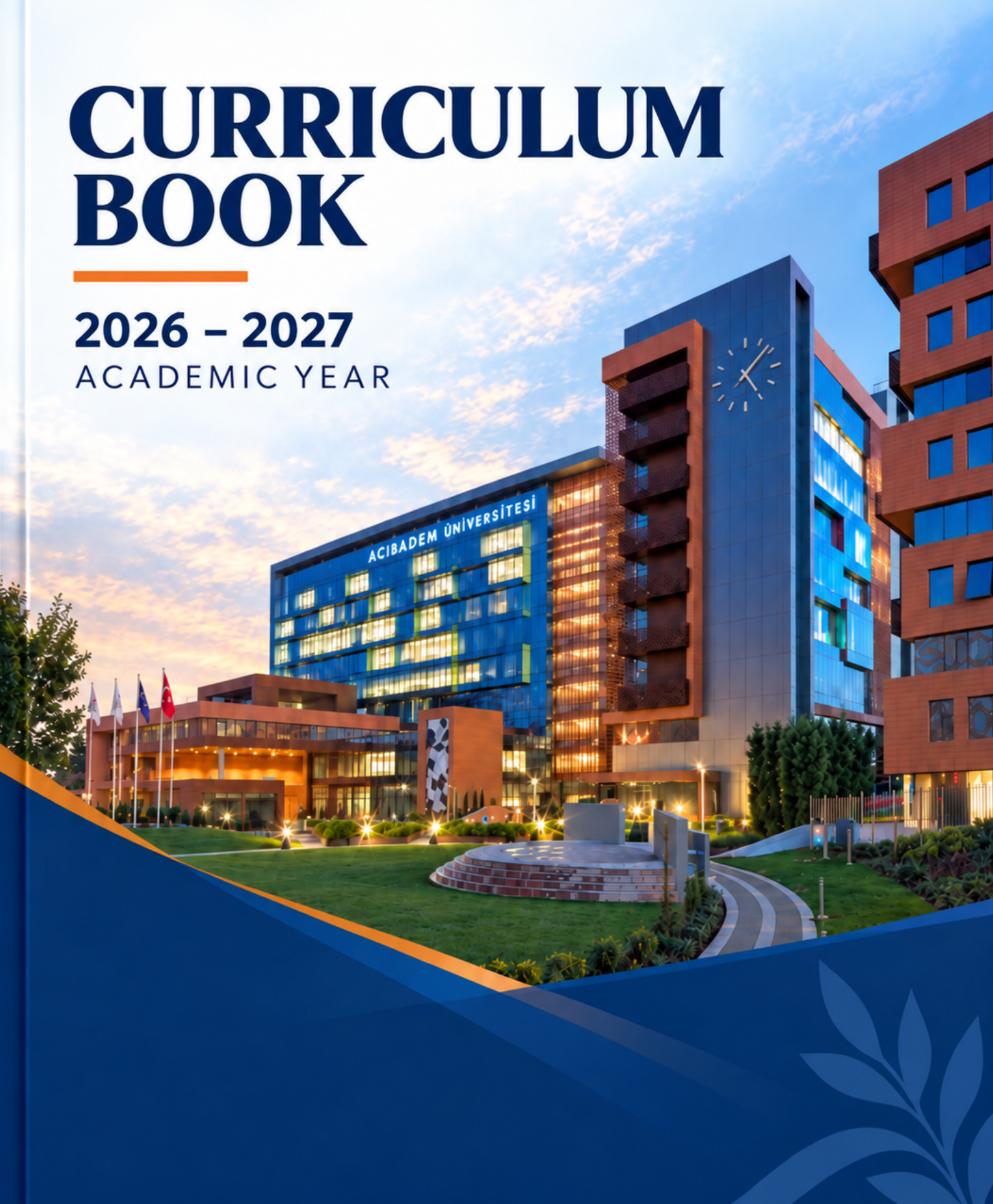




ACIBADEM
UNIVERSITY
SCHOOL OF MEDICINE

CURRICULUM BOOK

2026 – 2027
ACADEMIC YEAR





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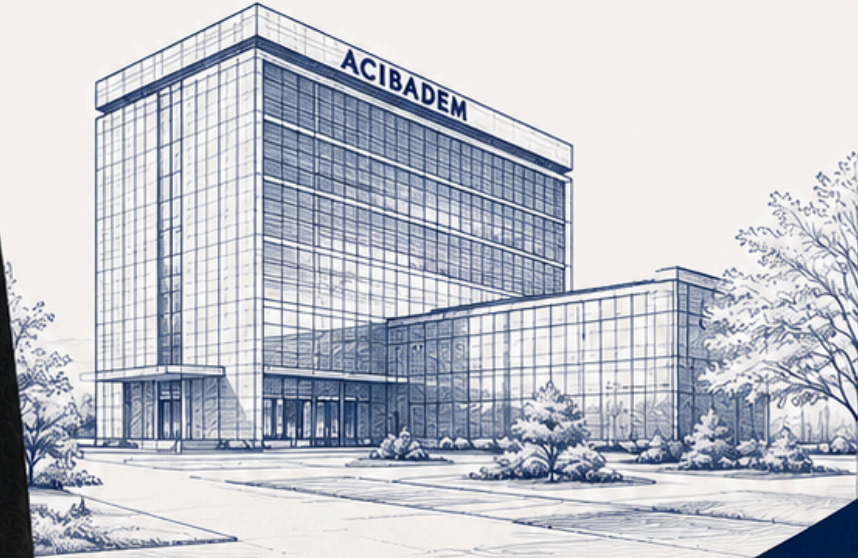


“

*The leaders you can
trust most in life are
science and education*

”

K. Atatürk



— 2026 - 2027 —

CURRICULUM BOOK

SCHOOL OF MEDICINE

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2026 - 2027 | SCHOOL OF MEDICINE

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VISION, MISSION & VALUES

OUR VISION

To become one of the best medical schools in Türkiye and among the leading medical schools in the world through strong, pioneering, and innovative practices in education, research, and service; and to fulfill our social and societal responsibilities at the highest level.

OUR MISSION

- 01 To provide pioneering and innovative medical education at international standards, ensuring continuous accreditation;
- 02 To train honest physicians and scientists who are equipped with the knowledge and skills to provide the best healthcare services, who have love for humanity, adhere to professional ethical values, possess scientific curiosity and analytical thinking, are sensitive to society and the environment, refrain from discrimination, have adopted lifelong learning habits, and advocate for health;
- 03 To create a pioneering, innovative, and entrepreneurial research environment that is preferred by scientists at both national and international levels;
- 04 To contribute to public health and science through the scientific knowledge, products, and methods developed;
- 05 To provide up-to-date, evidence-based, patient-centered healthcare services using the most appropriate technologies and in accordance with ethical standards;
- 06 To conduct studies and expand collaborations that address the health needs of the community with awareness of social and societal responsibilities.

OUR CORE VALUES

Scientific freedom	Freedom of thought and expression
Fairness	Commitment to ethical values
Commitment to scientific knowledge	Respect for diversity
Innovation	Merit-based approach
Participation	Social accountability
Transparency	Sustainability

PROGRAM ACCREDITATION

Undergraduate Medical Education Program

The English Undergraduate Medical Education Program of Acıbadem University School of Medicine is accredited by the Association for Evaluation and Accreditation of Medical Education Programs (TEPDAD).

The accreditation process is conducted through TEPDAD's National Medical Education Accreditation Board (UTEAK), based on the National Standards for Undergraduate Medical Education in Türkiye.

TEPDAD is recognized by the World Federation for Medical Education (WFME) as an accrediting agency.





ACIBADEM
UNIVERSITY

ADMINISTRATIVE ORGANIZATION



DEAN

Nadi BAKIRCI
M.D., Ph.D., Prof.



VICE DEAN

Özden HATIRNAZ NG
Ph.D., Prof.



VICE DEAN

Serdar BEKEN
M.D., Prof.



DEAN'S ADVISOR

Şahin ŞENAY
M.D., Prof.

ACADEMIC UNITS



DEPARTMENTS OF BASIC SCIENCES

Serap ARBAK
Ph.D., Prof.

DEPARTMENTS

Anatomy
Biophysics
Biostatistics & Medical
Informatics
Histology and, Embryology
History of Medicine and
Ethics
Medical Biochemistry
Medical Biology
Medical Education
Medical Microbiology
Physiology



DEPARTMENTS OF MEDICAL SCIENCES

Enis ÖZYAR
M.D., Prof.

DEPARTMENTS

Cardiology
Child Psychiatry
Dermatology
Family Medicine
Forensic Medicine
Infectious Diseases
Internal Medicine
Medical Genetics
Medical Pharmacology
Neurology
Nuclear Medicine
Pediatrics
Physical Medicine
Psychiatry
Pulmonary Medicine
Public Health
Radiation Oncology
Radiology



DEPARTMENTS OF SURGICAL SCIENCES

Latif ABBASOĞLU
M.D., Prof.

DEPARTMENTS

Anesthesiology &
Reanimation
Cardiovascular Surgery
Emergency Medicine
General Surgery
Medical Pathology
Neurosurgery
Obstetrics & Gynecology
Ophthalmology
Orthopedics &
Traumatology
Otorhinolaryngology
Pediatric Surgery
Plastic & Reconstructive
Surgery
Thoracic Surgery
Urology

2026-2027 COORDINATORS OF MEDICAL EDUCATION

BIOMEDICAL SUBJECT COMMITTEES (BSC) COORDINATORS

PHASE II-II CLINICAL YEARS COORDINATORS

ELECTIVES IN MEDICINE (EMED) PROGRAM COORDINATORS

COORDINATORS of INTERNATIONAL MOBILITY



Demet KOÇ

**FACULTY
EDUCATION
COORDINATOR**

YEAR I

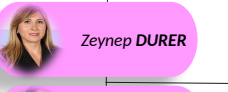


Meltem AYAŞ



Özkan ÖZDEMİR

YEAR II



Zeynep DURER

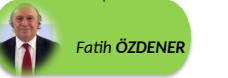


Fatma Merve ANTMEN

YEAR III



Deniz YÜCEL



Fatih ÖZDENER



İşıl PAKIŞ



Demet DİNÇ

**PHASE II/III HOSPITAL
CLINICAL EDUCATION
COORDINATORS**



Özlem AKGÜN DOĞAN



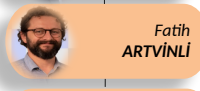
Saygın ABALI



Sevgi ŞAHİN



Levent ALTINTAŞ

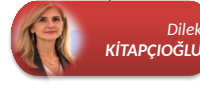


Fatih ARTVINLİ



Tuğçe BOZKURT YOZGATLI

**COORDINATOR of
SIMULATED CLINICAL
SKILLS TRAINING**



Dilek KİTAÇIOĞLU

**CLINICAL MEDICINE and
PROFESSIONAL SKILLS (CMPS)
PROGRAM COORDINATORS**



Pinar TOPSEVER



Figen DEMİR



Pinar TOPSEVER



Özgür KURT

**COORDINATOR of MEDICAL
ELECTIVES in SOCIAL
RESPONSIBILITY**



Ceren RASİMOĞLU

**MEDICAL ENGLISH COURSES
COORDINATORS**



Pinar TOPSEVER



Sesin KOCAGÖZ

**FACULTY EDUCATION COORDINATOR**

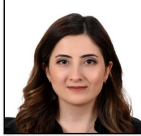
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LOCATION**KEREM AYDINLAR CAMPUS****MEDICAL EDUCATION COORDINATION OFFICE**

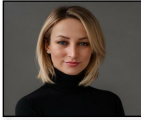
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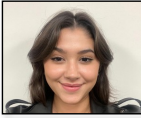
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MASLAK HOSPITAL

Yağmur ŞEKERCİ
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ALTUNIZADE HOSPITAL

ACIBADEM UNIVERSITY SCHOOL OF MEDICINE COORDINATORS OF MEDICAL EDUCATION (2026-2027)

YEAR 1 Biomedical Subject Commitee (BSC) Coordinators Meltem AYAŞ Özkan ÖZDEMİR	YEAR 2 Biomedical Subject Commitee (BSC) Coordinators Zeynep DURER Fatma Merve ANTMEN	YEAR 3 Biomedical Subject Commitee (BSC) Coordinators Deniz YÜCEL Fatih ÖZDENER	YEAR 4 Clerkship Chairs ➤ <u>Transition to Clinical Clerkship (TCC)</u> Dilek KİTAPÇIOĞLU Demet DİNÇ ➤ <u>Internal Medicine</u> İnan ANAFOROĞLU Elif ŞENOC AK TAŞÇI ➤ <u>Surgery</u> Bilgi BACA Tonguç Utku YILMAZ Özgen IŞIK ➤ <u>Obstetrics and Gynecology</u> Belgin SELAM Turgut AYDIN Hale Göksever ÇELİK ➤ <u>Pediatrics and Pediatric Surgery</u> Saygın ABALI Özlem AKGÜN DOĞAN ➤ <u>Cardiovascular Medicine</u> Selçuk GÖRMEZ Murat BAŞTOPÇU	YEAR 5 Clerkship Chairs ➤ <u>Neurology</u> Erkan ACAR Ezgi YAKUPOĞLU ➤ <u>Neurosurgery</u> Baran BOZKURT ➤ <u>Psychiatry</u> Burcu YAVUZ GÖKSAN Ürün ÖZER AĞIRBAŞ ➤ <u>Otolaryngology-Head and Neck Surgery</u> Alper ÖZDİLEK Sibel YILDIRIM ➤ <u>Ophthalmology</u> Ayşe Ebru BAHADIR ➤ <u>Dermatology</u> Ceyda ÇAYTEMEL ➤ <u>Orthopedics and Traumatology and PMR</u> Altuğ YÜCEKUL Emrullah HAYTA ➤ <u>Forensic Medicine</u> Işıl PAKİŞ ➤ <u>Urology</u> Selçuk KESKİN Burak ÇITAMAK	YEAR 6 Internship Chairs ➤ <u>Internal Medicine</u> Sevgi ŞAHİN Yıldız OKUTURLAR Suna YAPALI ➤ <u>General Surgery</u> Volkan ÖZBEN Onur DÜLGEROĞLU ➤ <u>Pediatrics</u> Burcu BULUM AKBULUT Tarkan İKİZOĞLU Baran Cengiz ARCAGÖK ➤ <u>Obstetrics and Gynecology</u> Serkan ERKANLI Suat DEDE Emine KARABÜK ➤ <u>Psychiatry</u> Barış SANCAK ➤ <u>Community Health and Primary Care</u> Pınar TOPSEVER Yeşim YASİN ➤ <u>Emergency Medicine</u> Kamil KAYAYURT Cem GÜN Hasan ALDİNÇ ➤ <u>Simulated Clinical Practice</u> Dilek KİTAPÇIOĞLU
YEAR 1 CMPS Course Chairs <u>Research in Health-I</u> Figen DEMİR <u>Medical Ethics and Humanities-I</u> Yeşim Işıl ÜLMAN <u>Communication Skills</u> Pınar TOPSEVER Dilek KİTAPÇIOĞLU Şirin PARKAN <u>Health and Society-I</u> Yeşim YASİN	YEAR 2 CMPS Course Chairs <u>Research in Health-II</u> Pınar TOPSEVER Figen DEMİR <u>Medical Ethics and Humanities-II</u> Yeşim Işıl ÜLMAN	YEAR 3 CMPS Course Chairs <u>Evidence Based Medicine</u> Pınar TOPSEVER Figen DEMİR <u>Health and Society-II</u> Yeşim YASİN			



YEAR, COURSE & INTERNSHIP PROGRAM

OVERVIEW OF THE SIX-YEAR PROGRAM

The Acibadem University School of Medicine curriculum is a six-year, integrated program designed to educate competent, ethical and socially responsible physicians. The program progressively builds foundational biomedical knowledge, clinical skills and professional attitudes, and culminates in internship where students assume increasing responsibility for patient care under supervision.

Year	Main Focus	Key Components	Learning Environment
Year I	Foundations of Medicine	• Biomedical Subject Committees (BSC) • Clinical Medicine and Professional Skills (CMPS) • Compulsory Medical Courses (CMC) • Early Clinical Exposure • Common Courses	Classroom, Skills Laboratories
Year II	Integrated Systems	• BSC • CMPS • Compulsory Medical Courses (CMC) • Common Courses	Classroom, Skills Laboratories, Early Clinical Settings
Year III	Advanced Biomedical Integration	• BSC • CMPS • Compulsory Medical Courses (CMC) • Common Courses	Classroom, Skills Laboratories, Clinical Settings
Year IV	Clinical Clerkships I	• Clinical Clerkships	Acibadem Hospitals and Affiliated Centers
Year V	Clinical Clerkships II	• Clinical Clerkships	Acibadem Hospitals and Affiliated Centers
Year VI	Internship	• Supervised Clinical Practice	Acibadem Hospitals and Affiliated Centers

YEAR, COURSE & INTERNSHIP PROGRAM



STRUCTURE OF THE CURRICULUM

The curriculum is organized into three main phases: Pre-clinical Phase (Years I–III), Clinical Phase (Years IV–V) and Internship (Year VI). Each phase includes specific educational components and aims, ensuring a spiral and longitudinal development of knowledge, skills, and professional identity.



PRE-CLINICAL PHASE (Years I – III)

Building the foundations of medical knowledge, clinical skills and professional attitudes.

- Biomedical Subject Committees (BSC)
- Clinical Medicine and Professional Skills (CMPS)
- Compulsory Medical Courses (CMC)
- Early clinical exposure
- Common Courses



CLINICAL PHASE (Years IV – V)

System-based clinical clerkships in real healthcare settings.

- Clinical Clerkships
- Patient-centered learning
- Interprofessional collaboration
- Progressive responsibility in patient care



INTERNSHIP (Year VI)

Supervised clinical practice with increasing responsibility.

- Rotations in core disciplines
- Independent clinical practice under supervision
- Preparation for professional life and specialty training

YEARS I – III

From knowledge
to clinical reasoning

YEARS IV – V

From theory
to practice

YEAR VI

From practice
to professional identity

“A continuous journey from learning to healing.”

PROGRAM

COMPETENCIES

The program competencies are organized under five domains and define the expected outcomes of the undergraduate medical education program.

HEALTHCARE DELIVERY

- 1 Provides services for diagnosis, treatment, rehabilitation, and prevention in a safe, effective, evidence-based, and person- and community-centered manner.
- 2 Provides high-quality healthcare while considering the patient as a whole.
- 3 Takes into account the socioeconomic and cultural characteristics of the community served when delivering healthcare.
- 4 Incorporates patient safety and clinical outcomes into healthcare delivery and reflects them in practice.
- 5 Integrates and applies the principles, scientific knowledge, and methods of the basic and clinical medical sciences.
- 6 Integrates and applies the principles, scientific knowledge, and methods of the social and behavioral sciences.
- 7 Protects and promotes the health of individuals and communities by applying the principles and methods of public health.
- 8 Communicates effectively, both in writing and verbally, with patients, patients' families, healthcare professionals, and members of other professions.
- 9 Uses current medical technologies rationally and effectively to enhance the effectiveness of activities related to healthcare, research, and education.
- 10 Recognizes the characteristics, needs, and expectations of the community served and provides health education and counseling to healthy and ill individuals, their families, and other healthcare professionals.

PROFESSIONALISM

- 11 Demonstrates commitment to ethical and professional principles in medical practice and research.
- 12 Respects patients' rights, dignity, autonomy, integrity, and confidentiality.
- 13 Adopts an equitable, diversity-respecting, and non-discriminatory attitude toward patients and society.
- 14 Recognizes ethical dilemmas and manages them in accordance with professional ethical principles.
- 15 Is aware of national and international legislation related to the profession and observes it in professional practice.
- 16 Is aware of their own competencies and limitations, acts accordingly, and seeks help when necessary.
- 17 Identifies areas requiring improvement and enhances professional practice through lifelong learning.
- 18 Values their own physical and mental well-being and works to protect and improve it.
- 19 Defines career goals to sustain professional development and consciously manages their career to achieve these goals.
- 20 Is aware of their own and their colleagues' employment and professional rights, assumes responsibility for their improvement, and advocates for them.
- 21 Delivers healthcare with due regard for their own health and occupational safety and that of other staff in the workplace.
- 22 Bases health practices on the principles of public health and sustainable healthcare and applies relevant methods and knowledge effectively.

PROGRAM COMPETENCIES

CONTINUED

SCHOLARSHIP

- 23 Upholds scientific knowledge, advocates for scientific approaches and evidence-based practices, and applies them for the benefit of individuals and society.
- 24 Critically appraises the medical literature in order to use scientific evidence in professional practice.
- 25 Plans and conducts scientific research and disseminates its results.

HEALTH ADVOCACY

- 26 Recognizes individuals' rights to health and access to healthcare, identifies rights violations and the conditions that give rise to them, and works to address them.
- 27 Assesses the social determinants of health and the environmental, social, economic, and cultural factors that may affect health, and develops feasible solutions for the benefit of individuals and society.
- 28 Recognizes the expectations and priority needs of the community served and works with social responsibility and advocacy to address them.
- 29 Recognizes, prioritizes, and protects vulnerable groups in healthcare.
- 30 Develops awareness of ecological sustainability and climate change, demonstrates leadership in these areas, and integrates these principles into professional practice.

COLLABORATION AND LEADERSHIP

- 31 Works effectively and collaboratively with other physicians and with people from different disciplines and professions.
- 32 Takes responsibility and demonstrates leadership in the management of healthcare processes, adopting an equitable, honest, and consistent approach that respects differences among individuals and communities.
- 33 Effectively manages crises and uncertainties that may arise during healthcare practice.
- 34 In a healthcare organization under their management, uses resources cost-effectively, for the benefit of society, and in compliance with legislation throughout the planning, implementation, and evaluation of health services.

UNDERGRADUATE MEDICAL EDUCATION PROGRAM

Phase I: Courses | Phase II: Clinical Clerkships | Phase III: Internship

2026-2027 PHASE I																																						
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17																				
Class1	BSC+CMPS	MED 115 - Molecular and Cellular Med-I							CMPS (MED121 RinH-1/MED 124ME&H-1)	MED 117 - Molecular and Cellular Medicine-II							Midyear recess	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
	CMC	MED 136 - Biostatistics																Final exams	CMPS (MED127 CS)	MED 119- Blood and Immunity							CMPS (MED126H&S-1)	MED 120- Tissue Injury					Final exams					
	CC	MED 135 - Medical English																	MED 137 - Bioinformatics																			
		ATA 101 - Atatürk Principles&History of Revolution-I																	EMED 101-Electives in Medicine-I																			
		TUR 101 - Turkish Language-I																	ATA 102 - Atatürk Principles&History of Revolution-II																			
		TUR 102 - Turkish Language-II																																				
		ACU 1001 - Elective Course-I																																				
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17																				
Class2	BSC+CMPS	CMPS (MED223 RinH-2)	MED 211 - Microorganism and infection							CMPS (MED225 CCS)	MED 213 - Musculoskeletal System and Related Disorders							Midyear recess	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
	CMC	EMED 201-Electives in Medicine-II															Final exams		MED 213 - Musculoskeletal System and Related Disorders							CMPS (MED222 ME&H-2)	MED 212 - Nervous System and Related Disorders					Final exams						
	CC	EMED 201-Electives in Medicine-II																	EMED 202-Electives in Medicine-III																			
		EMLP 201 - Electives in Medical Language Proficiency -I																	MESR 202 - Medical Electives in Social Responsibility-I																			
			ACU 2001 - Elective Course-III																																			
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17																				
Class3	BSC+CMPS	MED 310 Endocrine System and Related Disorders			CMPS (MED321E BM)	MED 313 Respiratory system and Related Disorders					MED 311 Cardiovascular system and Related Disorders							Midyear recess	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
	CMC	EMED 302-Electives in Medicine-IV															Final exams		MED 315 Gastrointestinal system and Related Disorders							CMPS (MED323H&S-2)	MED 312 Urogenital system and Related Disorders					Final exams						
	CC	MESR 301 -Medical Electives in Social Responsibility-II																																				
																			EMLP 302 - Electives in Medical Language Proficiency -II																			

YEAR 4 2026-27 CLERKSHIP PROGRAM																																													
Groups	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	
A	TCC 24.08.2026 - 18.09.2026				Internal Medicine 21.09.2026 - 27.11.2026										Pediatrics 30.11.2026 - 05.02.2027										MIDYEAR RECESS 08.02.2027 - 19.02.2027		Cardiovascular Medicine 22.02.2027 - 19.03.2027				Obst & Gyn 22.03.2027 - 30.04.2027				Surgery 03.05.2027 - 11.06.2027				ESS* 14.06.2027- 25.06.2027						
B	TCC 24.08.2026 - 18.09.2026				Pediatrics 21.09.2026 - 27.11.2026										Internal Medicine 30.11.2026 - 05.02.2027										MIDYEAR RECESS 08.02.2027 - 19.02.2027		Surgery 22.02.2027 - 02.04.2027				ESS* 05.04.2027 - 16.04.2027		Cardiovascular Medicine 19.04.2027 - 14.05.2027				Obst & Gyn 20.05.2027 - 25.06.2027								
C	TCC 24.08.2026 - 18.09.2026				Obst & Gyn 21.09.2026 - 30.10.2026						Cardiovascular Medicine 02.11.2026 - 27.11.2026				Surgery 30.11.2026 - 08.01.2027						ESS* 11.01.2027 - 22.01.2027		MIDYEAR RECESS 25.01.2027 - 05.02.2027		Internal Medicine 08.02.2027 - 16.04.2027										Pediatrics 19.04.2027 - 25.06.2027										
D	TCC 24.08.2026 - 18.09.2026				Surgery 21.09.2026 - 30.10.2026						ESS* 02.11.2026 - 13.11.2026		Obst & Gyn 16.11.2026 - 25.12.2026						Cardiovascular Medicine 28.12.2026 - 22.01.2027				MIDYEAR RECESS 25.01.2027 - 05.02.2027		Pediatrics 08.02.2027 - 16.04.2027										Internal Medicine 19.04.2027 - 25.06.2027										

YEAR 5 2026-27 CLERKSHIP PROGRAM																																													
Groups	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42			
A	Elective-1 24.08.2026 - 18.09.2026				Recess 21.08.2026 - 25.08.2026	Orthopedics & PTR 28.09.2026 - 30.10.2026					Neurology 02.11.2026 - 27.11.2026				Neurosurgery 30.11.2026 - 18.12.2026			Dermatology 21.12.2026 - 08.01.2027				Forensic Medicine 11.01.2027 - 22.01.2027		Midyear Recess 25.01.2027 - 05.02.2027		Urology 08.02.2027 - 26.02.2027		Psychiatry 01.03.2027 - 19.03.2027		Recess 28.03.2027 - 26.03.2027	Ophth. 29.03.2027 - 09.04.2027		OHNS 12.04.2027 - 30.04.2027		Elective - 2 03.05.2027 - 11.06.2027										
B	Elective-1 24.08.2026 - 18.09.2026				OHNS 21.09.2026 - 09.10.2026			Dermatology 12.10.2026 - 30.10.2026		Urology 02.11.2026 - 20.11.2026		Ophth. 23.11.2026 - 04.12.2026		Orthopedics & PTR 07.12.2026 - 08.01.2027				Neurology 08.02.2027 - 05.03.2027		Recess 08.03.2027 - 12.03.2027	Neurosurgery 15.03.2027 - 02.04.2027					Psychiatry 05.04.2027 - 22.04.2027		Recess 26.04.2027 - 30.04.2027	Elective - 2 03.05.2027 - 11.06.2027																
C	Elective-1 24.08.2026 - 18.09.2026				Urology 21.09.2026 - 09.10.2026		OHNS 12.10.2026 - 30.10.2026			Psychiatry 02.11.2026 - 20.11.2026		Dermatology 23.11.2026 - 11.12.2026		Ophth. 14.12.2026 - 25.12.2026		Recess 28.12.2026 - 01.01.2027	Recess 04.01.2027 - 08.01.2027	Orthopedics & PTR 08.02.2027 - 12.03.2027		Neurology 15.03.2027 - 09.04.2027						Neurosurgery 12.04.2027 - 30.04.2027		Elective - 2 03.05.2027 - 11.06.2027																	
D	Orthopedics & PTR 24.08.2026 - 25.09.2026					Ophth. 28.09.2026 - 09.10.2026		Psychiatry 12.10.2026 - 30.10.2026		OHNS 02.11.2026 - 20.11.2026			Urology 23.11.2026 - 11.12.2026		Neurology 14.12.2026 - 08.01.2027				Midyear Recess 11.01.2027 - 22.01.2027		Forensic Medicine 25.01.2027 - 05.02.2027		Neurosurgery 08.02.2027 - 26.02.2027		Recess 01.03.2027 - 05.03.2027	Dermatology 15.03.2027 - 02.04.2027	Elective-1 05.04.2027 - 30.04.2027			Elective - 2 03.05.2027 - 11.06.2027															
E	Neurology 24.08.2026 - 18.09.2026				Neurosurgery 21.09.2026 - 09.10.2026			Urology 12.10.2026 - 30.10.2026			Orthopedics & PTR 02.11.2026 - 04.12.2026				Psychiatry 07.12.2026 - 25.12.2026		Ophth. 28.12.2026 - 08.01.2027						Dermatology 08.02.2027 - 26.02.2027		Recess 01.03.2027 - 05.03.2027		Recess 08.03.2027 - 12.03.2027	OHNS 15.03.2027 - 02.04.2027		Elective-1 05.04.2027 - 30.04.2027		Elective - 2 03.05.2027 - 11.06.2027													

YEAR 6 2026 -27 CLERKSHIP PROGRAM																																																				
Groups	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52
A	Obstetrics & Gynecology 29.06.2026- 26.07.2026				Sim. 27.07.2026- 02.08.2026	Pediatrics 03.08.2026 - 27.09.2026								Community Health & PHC 28.09.2026 - 22.11.2026							Emergency Medicine 23.11.2026 - 17.01.2027							Psychiatry 18.01.2027 - 07.02.2027		General Surgery 08.02.2027 - 07.03.2027				Internal Medicine 08.03.2027 - 02.05.2027								Elective-1 03.05.2027 - 30.05.2027				Elective-2 31.05.2027- 27.06.2027						
B	Psychiatry 29.06.2026 - 19.07.2026		Sim. 20.07.2026- 26.07.2026	Community Health & PHC 27.07.2026 - 20.09.2026								Obstetrics & Gynecology 21.09.2026 - 18.10.2026				Pediatrics 19.10.2026 - 13.12.2026						Internal Medicine 14.12.2026 - 07.02.2027						Emergency Medicine 08.02.2027 - 04.04.2027				General Surgery 05.04.2027 - 02.05.2027				Elective-1 03.05.2027 - 30.05.2027				Elective-2 31.05.2027- 27.06.2027												
C	Sim. 29.06.2026- 05.07.2026	Emergency Medicine 06.07.2026 - 30.08.2026								General Surgery 31.08.2026 - 27.09.2026				Internal Medicine 28.09.2026 - 22.11.2026						Obstetrics & Gynecology 23.11.2026 - 20.12.2026		Psychiatry 21.12.2026 - 10.01.2027		Pediatrics 11.01.2027 - 07.03.2027						Community Health & PHC 08.03.2027 - 02.05.2027								Elective-1 03.05.2027 - 30.05.2027				Elective-2 31.05.2027- 27.06.2027										
D	Internal Medicine 29.06.2026 - 23.08.2026								Obstetrics & Gynecology 24.08.2026 - 20.09.2026				Sim. 21.09.2026- 27.09.2026	Emergency Medicine 28.09.2026 - 22.11.2026							General Surgery 23.11.2026 - 20.12.2026				Community Health & PHC 21.12.2026 - 14.02.2027						Psychiatry 15.02.2027 - 07.03.2027		Pediatrics 08.03.2027 - 02.05.2027								Elective-1 03.05.2027 - 30.05.2027				Elective-2 31.05.2027- 27.06.2027							

SCHOOL OF MEDICINE

ACADEMIC CALENDAR 2026-2027

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ACIBADEM UNIVERSITY
SCHOOL OF MEDICINE

YEAR I

FALL SEMESTER | Sep 21, 2026 - Jan 15, 2027

Biomedical Subject Committees (BSC)	MED 115 - Molecular and Cellular Medicine-I; MED 117 - Molecular and Cellular Medicine-II
Clinical Medicine and Professional Skills (CMPS)	MED 121 - Research in Health-I; MED 124 - Medical Ethics and Humanities-I
Complementary Medical Courses (CMC)	MED 136 - Biostatistics; MED 135 - Medical English
Common Courses	ATA 101 - Atatürk Principles and History of Revolution-I; TUR 101 - Turkish Language-I; ACU 1001 - Elective Course-I
Course Registration Dates	Sep 14-25, 2026
Add Drop Dates	Sep 28 - Oct 02, 2026
Midyear Recess	Jan 18 - Jan 29, 2027

EXAMINATION DATES

CMC Final Examination Week	Jan 04-15, 2027
CMC Retake Examination Week	Jan 25-27, 2027
Common Courses Final Examination Week	Jan 04-15, 2027
Common Courses Retake Examination Week	Jan 25-27, 2027

SPRING SEMESTER | Feb 01, 2027 - May 28, 2027

Biomedical Subject Committees (BSC)	MED 119 - Blood and Immunity; MED 120 - Tissue Injury
Clinical Medicine and Professional Skills (CMPS)	MED 126 - Health and Society-I; MED 127 - Communication Skills
Complementary Medical Courses (CMC)	MED 137 - Bioinformatics; EMED 101 - Electives in Medicine-I
Common Courses	ATA 102 - Atatürk Principles and History of Revolution-II; TUR 102 - Turkish Language-II; ACU 1002 - Elective Course-II
Course Registration Dates	Jan 25-Feb 05, 2027
Add Drop Dates	Feb 8-12, 2027

EXAMINATION DATES

BSC Final Examination	June 21, 2027
BSC Retake Examination	July 12, 2027
CMPS Final Examination	June 14, 2027
CMPS Retake Examination	July 1, 2027
CMC Final Examination Week	May 3-15, 2027
CMC Retake Examination Week	May 25-26, 2027
Common Courses Final Examination Week	May 3-15, 2027
Common Courses Retake Examination Week	May 25-26, 2027

YEAR II

FALL SEMESTER | Sep 21, 2026 - Jan 15, 2027

Biomedical Subject Committees (BSC)	MED 211 - Microorganism and Infection; MED 213 - Musculoskeletal System and Related Disorders
Clinical Medicine and Professional Skills (CMPS)	MED 223 - Research in Health-II; MED 225 - Clinical Communication Skills
Complementary Medical Courses (CMC)	EMED 201 - Electives in Medicine-II; EMLP 201 - Electives in Medical Language Proficiency-I
Common Courses	ACU 2001 - Elective Course-III
Course Registration Dates	Sep 14-25, 2026
Add Drop Dates	Sep 28 - Oct 02, 2026
Midyear Recess	Jan 18 - Jan 29, 2027

EXAMINATION DATES

CMC Final Examination Week	Jan 04-15, 2027
CMC Retake Examination Week	Jan 25-27, 2027
Common Courses Final Examination Week	Jan 04-15, 2027
Common Courses Retake Examination Week	Jan 25-27, 2027

SPRING SEMESTER | Feb 01, 2027 - May 28, 2027

Biomedical Subject Committees (BSC)	MED 213 - Musculoskeletal System and Related Disorders; MED 212 - Nervous System and Related Disorders
Clinical Medicine and Professional Skills (CMPS)	MED 222 - Medical Ethics and Humanities-II
Complementary Medical Courses (CMC)	EMED 202 - Electives in Medicine-III; MESR 202 - Medical Electives in Social Responsibility-I
Common Courses	ACU 2002 - Elective Course-IV
Course Registration Dates	Jan 25-Feb 05, 2027
Add Drop Dates	Feb 8-12, 2027

EXAMINATION DATES

BSC Final Examination	June 22, 2027
BSC Retake Examination	July 13, 2027
CMPS Final Examination	June 14, 2027
CMPS Retake Examination	July 1, 2027
CMC Final Examination Week	May 3-15, 2027
CMC Retake Examination Week	May 25-26, 2027
Common Courses Final Examination Week	May 3-15, 2027
Common Courses Retake Examination Week	May 25-26, 2027

FALL SEMESTER | Sep 21, 2026 - Jan 15, 2027

Biomedical Subject Committees (BSC)	MED 310 - Endocrine System and Related Disorders; MED 313 - Respiratory System and Related Disorders; MED 311 - Cardiovascular System and Related Disorders
Clinical Medicine and Professional Skills (CMPS)	MED 321 - Evidence Based Medicine
Complementary Medical Courses (CMC)	EMED 302 - Electives in Medicine-IV; MESR 301 - Medical Electives in Social Responsibility-II
Course Registration Dates	Sep 14-25, 2026
Midyear Recess	Jan 18 - Jan 29, 2027

EXAMINATION DATES

CMC Final Examination Week	Jan 04-15, 2027
CMC Retake Examination Week	Jan 25-27, 2027

SPRING SEMESTER | Feb 01, 2027 - May 28, 2027

Biomedical Subject Committees (BSC)	MED 315 - Gastrointestinal System and Related Disorders; MED 312 - Urogenital System and Related Disorders
Clinical Medicine and Professional Skills (CMPS)	MED 323 - Health and Society-II
Complementary Medical Courses (CMC)	EMLP 302 - Electives in Medical Language Proficiency-II
Course Registration Dates	Jan 25-Feb 05, 2027

EXAMINATION DATES

BSC Final Examination	June 23, 2027
BSC Retake Examination	July 14, 2027
CMPS Final Examination	June 14, 2027
CMPS Retake Examination	July 1, 2027
CMC Final Examination Week	May 3-15, 2027
CMC Retake Examination Week	May 25-26, 2027

Clerkships Registration Dates:

August 17-21, 2026

Group A

MED 407	Transition to Clinical Clerkship (TCC)	24.08.2026 - 18.09.2026
MED 401	Internal Medicine	21.09.2026 - 27.11.2026
MED 403	Pediatrics	30.11.2026 - 05.02.2027
MED 405	Cardiovascular Medicine	22.02.2027 - 19.03.2027
MED 404	Obstetrics and Gynecology	22.03.2027 - 30.04.2027
MED 406	Surgery	03.05.2027 - 11.06.2027
MED 4001	Electives for Surgical Sciences (ESS)	14.06.2027 - 25.06.2027

Group B

MED 407	Transition to Clinical Clerkship (TCC)	24.08.2026 - 18.09.2026
MED 403	Pediatrics	21.09.2026 - 27.11.2026
MED 401	Internal Medicine	30.11.2026 - 05.02.2027
MED 406	Surgery	22.02.2027 - 02.04.2027
MED 4001	Electives for Surgical Sciences (ESS)	05.04.2027 - 16.04.2027
MED 405	Cardiovascular Medicine	19.04.2027 - 14.05.2027
MED 404	Obstetrics and Gynecology	20.05.2027 - 25.06.2027

Group C

MED 407	Transition to Clinical Clerkship (TCC)	24.08.2026 - 18.09.2026
MED 404	Obstetrics and Gynecology	21.09.2026 - 30.10.2026
MED 405	Cardiovascular Medicine	02.11.2026 - 27.11.2026
MED 406	Surgery	30.11.2026 - 08.01.2027
MED 4001	Electives for Surgical Sciences (ESS)	11.01.2027 - 22.01.2027
MED 401	Internal Medicine	08.02.2027 - 16.04.2027
MED 403	Pediatrics	19.04.2027 - 25.06.2027

Group D

MED 407	Transition to Clinical Clerkship (TCC)	24.08.2026 - 18.09.2026
MED 406	Surgery	21.09.2026 - 30.10.2026
MED 4001	Electives for Surgical Sciences (ESS)	02.11.2026 - 13.11.2026
MED 404	Obstetrics and Gynecology	16.11.2026 - 25.12.2026
MED 405	Cardiovascular Medicine	28.12.2026 - 22.01.2027
MED 403	Pediatrics	08.02.2027 - 16.04.2027
MED 401	Internal Medicine	19.04.2027 - 25.06.2027

Clerkships Registration Dates:

August 17-21, 2026

Group A

MED 5000	Elective Clerkship -1	24.08.2026 - 18.09.2026
MED 508	Orthopedics and Traumatology / Physical Medicine and Rehabilitation	28.09.2026 - 30.10.2026
MED 501	Neurology	02.11.2026 - 27.11.2026
MED 502	Neurosurgery	30.11.2026 - 18.12.2026
MED 506	Dermatology	21.12.2026 - 08.01.2027
MED 509	Forensic Medicine	11.01.2027 - 22.01.2027
MED 511	Urology	08.02.2027 - 26.02.2027
MED 503	Psychiatry	01.03.2027 - 19.03.2027
MED 505	Ophthalmology	29.03.2027 - 09.04.2027
MED 504	Otolaryngology Head and Neck Surgery	12.04.2027 - 30.04.2027
MED 5001	Elective Clerkship - 2	03.05.2027 - 11.06.2027

Group B

MED 5000	Elective Clerkship -1	24.08.2026 - 18.09.2026
MED 504	Otolaryngology Head and Neck Surgery	21.09.2026 - 09.10.2026
MED 506	Dermatology	12.10.2026 - 30.10.2026
MED 511	Urology	02.11.2026 - 20.11.2026
MED 505	Ophthalmology	23.11.2026 - 04.12.2026
MED 508	Orthopedics and Traumatology / Physical Medicine and Rehabilitation	07.12.2026 - 08.01.2027
MED 509	Forensic Medicine	11.01.2027 - 22.01.2027
MED 501	Neurology	08.02.2027 - 05.03.2027
MED 502	Neurosurgery	15.03.2027 - 02.04.2027
MED 503	Psychiatry	05.04.2027 - 22.04.2027
MED 5001	Elective Clerkship - 2	03.05.2027 - 11.06.2027

YEAR V - CONTINUED

Clerkships Registration Dates:

August 17-21, 2026

Group C

MED 5000	Elective Clerkship -1	24.08.2026 - 18.09.2026
MED 511	Urology	21.09.2026 - 09.10.2026
MED 504	Otolaryngology Head and Neck Surgery	12.10.2026 - 30.10.2026
MED 503	Psychiatry	02.11.2026 - 20.11.2026
MED 506	Dermatology	23.11.2026 - 11.12.2026
MED 505	Ophthalmology	14.12.2026 - 25.12.2026
MED 509	Forensic Medicine	11.01.2027 - 22.01.2027
MED 508	Orthopedics and Traumatology / Physical Medicine and Rehabilitation	08.02.2027 - 12.03.2027
MED 501	Neurology	15.03.2027 - 09.04.2027
MED 502	Neurosurgery	12.04.2027 - 30.04.2027
MED 5001	Elective Clerkship - 2	03.05.2027 - 11.06.2027

Group D

MED 508	Orthopedics and Traumatology / Physical Medicine and Rehabilitation	24.08.2026 - 25.09.2026
MED 505	Ophthalmology	28.09.2026 - 09.10.2026
MED 503	Psychiatry	12.10.2026 - 30.10.2026
MED 504	Otolaryngology Head and Neck Surgery	02.11.2026 - 20.11.2026
MED 511	Urology	23.11.2026 - 11.12.2026
MED 501	Neurology	14.12.2026 - 08.01.2027
MED 509	Forensic Medicine	25.01.2027 - 05.02.2027
MED 502	Neurosurgery	08.02.2027 - 26.02.2027
MED 506	Dermatology	15.03.2027 - 02.04.2027
MED 5000	Elective Clerkship -1	05.04.2027 - 30.04.2027
MED 5001	Elective Clerkship - 2	03.05.2027 - 11.06.2027

Group E

MED 501	Neurology	24.08.2026 - 18.09.2026
MED 502	Neurosurgery	21.09.2026 - 09.10.2026
MED 511	Urology	12.10.2026 - 30.10.2026
MED 508	Orthopedics and Traumatology / Physical Medicine and Rehabilitation	02.11.2026 - 04.12.2026
MED 503	Psychiatry	07.12.2026 - 25.12.2026
MED 505	Ophthalmology	28.12.2026 - 08.01.2027
MED 509	Forensic Medicine	25.01.2027 - 05.02.2027
MED 506	Dermatology	08.02.2027 - 26.02.2027
MED 504	Otolaryngology Head and Neck Surgery	15.03.2027 - 02.04.2027
MED 5000	Elective Clerkship -1	05.04.2027 - 30.04.2027
MED 5001	Elective Clerkship - 2	03.05.2027 - 11.06.2027

Clerkships Registration Dates:

June 22-26, 2026

Group A

MED 604	Obstetrics and Gynecology	29.06.2026 - 26.07.2026
MED 608	Simulated Clinical Practice	27.07.2026 - 02.08.2026
MED 603	Pediatrics	03.08.2026 - 27.09.2026
MED 606	Community Health and Primary Care	28.09.2026 - 22.11.2026
MED 607	Emergency Medicine	23.11.2026 - 17.01.2027
MED 605	Psychiatry	18.01.2027 - 07.02.2027
MED 602	General Surgery	08.02.2027 - 07.03.2027
MED 601	Internal Medicine	08.03.2027 - 02.05.2027
MED 6001	Elective Internship-1	03.05.2027 - 30.05.2027
MED 6002	Elective Internship -2	31.05.2027 - 27.06.2027

Group B

MED 605	Psychiatry	29.06.2026 - 19.07.2026
MED 608	Simulated Clinical Practice	20.07.2026 - 26.07.2026
MED 606	Community Health and Primary Care	27.07.2026 - 20.09.2026
MED 604	Obstetrics and Gynecology	21.09.2026 - 18.10.2026
MED 603	Pediatrics	19.10.2026 - 13.12.2026
MED 601	Internal Medicine	14.12.2026 - 07.02.2027
MED 607	Emergency Medicine	08.02.2027 - 04.04.2027
MED 602	General Surgery	05.04.2027 - 02.05.2027
MED 6001	Elective Internship-1	03.05.2027 - 30.05.2027
MED 6002	Elective Internship -2	31.05.2027 - 27.06.2027

YEAR VI - CONTINUED

Clerkships Registration Dates:

June 22-26, 2026

Group C

MED 608	Simulated Clinical Practice	29.06.2026 - 05.07.2026
MED 607	Emergency Medicine	06.07.2026 - 30.08.2026
MED 602	General Surgery	31.08.2026 - 27.09.2026
MED 601	Internal Medicine	28.09.2026 - 22.11.2026
MED 604	Obstetrics and Gynecology	23.11.2026 - 20.12.2026
MED 605	Psychiatry	21.12.2026 - 10.01.2027
MED 603	Pediatrics	11.01.2027 - 07.03.2027
MED 606	Community Health and Primary Care	08.03.2027 - 02.05.2027
MED 6001	Elective Internship-1	03.05.2027 - 30.05.2027
MED 6002	Elective Internship -2	31.05.2027 - 27.06.2027

Group D

MED 601	Internal Medicine	29.06.2026 - 23.08.2026
MED 604	Obstetrics and Gynecology	24.08.2026 - 20.09.2026
MED 608	Simulated Clinical Practice	21.09.2026 - 27.09.2026
MED 607	Emergency Medicine	28.09.2026 - 22.11.2026
MED 602	General Surgery	23.11.2026 - 20.12.2026
MED 606	Community Health and Primary Care	21.12.2026 - 14.02.2027
MED 605	Psychiatry	15.02.2027 - 07.03.2027
MED 603	Pediatrics	08.03.2027 - 02.05.2027
MED 6001	Elective Internship-1	03.05.2027 - 30.05.2027
MED 6002	Elective Internship -2	31.05.2027 - 27.06.2027

COURSES

SCHOOL OF MEDICINE

YEAR I

CURRICULUM

2026-2027

LEARNING

ASSESSMENT

ACIBADEM UNIVERSITY
SCHOOL OF MEDICINE

YEAR I - COURSES

2026-2027 | ACIBADEM UNIVERSITY SCHOOL OF MEDICINE

COURSE CATEGORY	CODE	COURSE NAME	National Credits	ECTS
Biomedical Subject Committees (BSC)	MED 115	Molecular and Cellular Medicine -I	6	6
	MED 117	Molecular and Cellular Medicine -II	7	7
	MED 119	Blood and Immunity	5	6
	MED 120	Tissue Injury	5	5
		TOTAL	23	24
Clinical Medicine and Professional Skills (CMPS) Program	MED 121	Research in Health-I	2	2
	MED 124	Medical Ethics and Humanities-I	2	2
	MED 126	Health and Society-I	2	3
	MED 127	Communication Skills	3	3
		TOTAL	9	10
Complementary Medical Courses (CMC)	MED 136	Biostatistics	2	2
	MED 137	Bioinformatics	2	2
	MED 135	Medical English	3	4
	EMED 101	Electives in Medicine-I	2	4
Common Courses (CC)	ATA 101	Atatürk Principles and History of Revolution-I	2	2
	ATA 102	Atatürk Principles and History of Revolution-II	2	2
	TUR 101	Turkish Language and Literature-I	2	2
	TUR 102	Turkish Language and Literature-II	2	2
	ACU 1001	Elective Course-I	2	3
	ACU 1002	Elective Course-II	2	3
TOTAL			53	60



Course Name	Molecular and Cellular Medicine-I	MED 115
Course Category	Biomedical Subject Committee	BSC

Course Type	Compulsory	Credit 6	ECTS 6
Medium of Instruction	English		
Year	Year		

BSC Coordinators

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Abdurrahman COŞKUN*
M.D., Prof. Medical Biochemistry

Kaya BİLGUVAR
M.D., Ph.D. Assist. Prof. Medical Genetic

*Assigned Faculty Members

Educational Methods	• Lectures • Panel discussions • Practical laboratory sessions
Course Aim	
The aim of this subject committee is; to provide knowledge about foundation of biological sciences together with cellular and molecular components.	
Learning Outcomes	
<i>By the end of this subject committee, the students will be able to:</i> 1. Explain the basic principles of inorganic and organic evolution and the emergence of living systems 2. Define atoms, molecules, chemical bonds and organic functional groups 3. Describe the chemical composition and biological roles of carbohydrates, lipids, proteins, nucleic acids, and other macromolecules. 4. Compare the structure and functions of prokaryotic and eukaryotic cells. 5. Identify major cell organelles and describe the histological features of epithelial and connective tissues. 6. Describe the structure and function of DNA, including chromatin organization, replication, repair, and recombination. 7. Explain the flow of genetic information: transcription, translation, and regulation of gene expression. 8. Explain cell cycle, cell division and cell death 9. Explain the structure and function of gene, nuclear and mitochondrial genome and epigenetic mechanisms 10. Describe the molecular basis of genetic variation, including mutations and polymorphisms, and their roles in human genomics. 11. Analyze Mendelian and non-Mendelian patterns of inheritance, and interpret population genetics principles. 12. Evaluate the chromosomal basis of genetic diseases and developmental disorders using concepts of cytogenetics. 13. Demonstrate basic skills in molecular genetic techniques and describe current diagnostic tools. 14. Examine and interpret histological features of basic tissues using light microscopy.	
Assessment Methods	• Written examination • Laboratory performance assessment • Formative assessment



Course Name	Molecular and Cellular Medicine-II	MED 117
Course Category	Biomedical Subject Committee	BSC

Course Type	Compulsory	Credit 7	ECTS 7
Medium of Instruction	English		
Year	Year		

BSC Coordinators

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Cemaliye AKYERLİ BOYLU
Ph.D., Assoc. Prof. Medical Biology

Abdurrahman COŞKUN*
M.D., Prof. Medical Biochemistry

*Assigned Faculty Members

Educational Methods	• Lectures • Panel discussions • Case Based Discussions • Practical laboratory sessions
Course Aim	
The aim of this subject committee is to provide knowledge about the structure and functions of cell membrane, signal transduction, bioenergetics and metabolism of cell, and define the early stages of embryonic development.	
Learning Outcomes	
<i>By the end of this subject committee, the students will be able to:</i> 1. Describe the structure and function of the cell membrane. 2. Explain the mechanisms of transport across the cell membrane. 3. Define homeostasis and explain the characteristics and regulation of body fluids. 4. Describe the basic intercellular signaling mechanisms and explain cellular signal transduction 5. Define membrane and action potentials and explain electrical dynamics in excitable cells. 6. Explain the laws of thermodynamics and d principles of bioenergetics in biological systems. 7. Describe the structure, function, and kinetics of enzymes and their role in catalyzing reactions. 8. Explain the major metabolic pathways and their regulation within the cell. 9. Describe the metabolism of nucleic acids, amino acids, proteins and lipids, and discuss the metabolic effects of vitamins and micronutrients, including emerging approaches such as omics technologies. Explain the metabolism of nucleic acids, amino acids, proteins and lipids, and the metabolic effects of vitamins and micronutrients. 10. Explain the formation of gametes, the stages of fertilization, and early embryonic development including zygote, blastocyst formation, and implantation. 11. Describe the formation of the bilaminar and trilaminar embryonic disc, neurulation, and early organ system development. 12. Explain the role of extra-embryonic structures and describe the types and properties of stem cells. 13. Perform basic laboratory measurements related to metabolism, including glucose and cholesterol assays.	
Assessment Methods	• Written examination • Laboratory performance assessment • Formative assessment • Case Based Discussion Evaluation



Course Name	Blood and Immunity	MED 119
Course Category	Biomedical Subject Committee	BSC

Course Type	Compulsory	Credit 5	ECTS 6
Medium of Instruction	English		
Year	Year		

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*Assigned Faculty Members

Educational Methods	• Lectures • Panel Discussions • Team Based Learning (TBL) • Practical laboratory sessions
Course Aim	
The aim of this subject committee is to explain the basic structure and function of the blood and immune systems and introduce related disorders and clinical relevance.	
Learning Outcomes	
<i>By the end of this subject committee, the students will be able to:</i> 1. Define the general properties of blood 2. Describe the stages of hematopoiesis and identify the key morphological features of hematopoietic cells. 3. Describe the functions of erythrocytes, leukocytes and platelets, and explain their roles in maintaining homeostasis 4. Describe the biochemical and structural components of blood and plasma and their physiological significance. 5. Explain the structure, development, and histological features of lymphatic organs. 6. Prepare and interpret a peripheral blood smear to identify and analyze blood cell morphology. 7. Explain the structure and function of the immune system, and describe how its components interact in immune responses. 8. Describe the metabolism and related disorders of oxygen-binding proteins. 9. Discuss the pathophysiological mechanisms, diagnostic approach, and classification of anemias, and correlate clinical findings with underlying causes. 10. Explain the current approaches for the treatment of genetic diseases	
Assessment Methods	• Written examination • Laboratory performance assessment • Team Based Learning (TBL) Assessments



Course Name	Tissue Injury	MED 120
Course Category	Biomedical Subject Committee	BSC

Course Type	Compulsory	Credit 5	ECTS 5
Medium of Instruction	English		
Year	Year		

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Educational Methods	Lectures
Course Aim	
The aim of this subject committee is to introduce key pathological and molecular mechanisms of cancer and related processes, and to relate them to cancer diagnosis, epidemiology, and prevention.	
Learning Outcomes	
<i>By the end of this subject committee, the students will be able to:</i> 1. Define pathology and describe its major branches, scope, and relevance in understanding disease mechanisms. 2. Describe cellular injury, inflammation, and tissue repair mechanisms. 3. Describe the pathological process from cellular injury to disease formation. 4. Define neoplasia and differentiate between benign and malignant tumors. 5. Explain tumor biology. 6. Explain host immune responses against tumors. 7. Explain the genetic and molecular basis of cancer. 8. Describe the biochemical mechanisms underlying cancer development and progression. 9. Interpret the role of tumor markers, angiogenesis, and metastatic pathways in cancer progression 10. Describe types and effects of radiation, including interaction with matter and medical applications. 11. Describe the epidemiology and risk factors of cancer, including environmental and hereditary causes, and explain basic principles of prevention and screening.	
Assessment Methods	Written Examination



Course Name	Research in Health - I	MED 121
Course Category	Clinical Medicine and Professional Skills	CMPS

Course Type	Compulsory	Credit 2	ECTS 2
Medium of Instruction	English		
Year	Year		

Course Chair

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Educational Methods	• Interactive Lectures • Case Studies • Team Based Learning (TBL)
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Course Aim	
The aim of this course is to create a learning opportunity for students to develop scientific thinking skills and to introduce the students to medical research methodology	
Learning Outcomes	
<i>By the end of this course, the students will be able to:</i> 1. Distinguish between scientific philosophy and philosophy of science 2. Explain the evolution of scientific thinking 3. Describe fundamentals of scientific research and characteristics of scientific thinking methodology 4. Discuss the scientific reasoning and the methodological framework in medical research 5. Describe the epidemiology and its context 6. Analyse the key criteria to assess if a relationship is causal 7. Discuss the meaning of research integrity 8. Define plagiarism	

Assessment Methods	• Written Examination • Team Based Learning Assessments
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Course Name	Medical Ethics and Humanities- I	MED 124
Course Category	Clinical Medicine and Professional Skills	CMPS

Course Type	Compulsory	Credit 2	ECTS 2
Medium of Instruction	English		
Year	Year		

Course Chair

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Educational Methods	• Lectures • Team Based Learning (TBL)
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Course Aims	
This course aims to provide students with an understanding of the historical development of medicine, the evolution of medical practice and public health, and the ethical, social, and human rights dimensions of healthcare. The course seeks to foster professional identity formation, promote awareness of human dignity and the right to health, and encourage reflection on the roles and responsibilities of physicians within healthcare systems and society.	
Learning Outcomes	
<i>By the end of this course, students will be able to:</i> 1. Describe the historical evolution of medicine and healthcare from ancient civilizations to modern medical practice. 2. Explain major milestones in the history of medicine, including the Hippocratic tradition, the establishment of medical schools, the development of physical diagnosis, the emergence of public health, and the rise of scientific medicine. 3. Discuss the changing roles and responsibilities of physicians in different historical, social, and healthcare contexts. 4. Explain the concepts of human dignity, human rights, and the right to health and their relevance to medical practice. 5. Analyze the relationship between medicine, society, and healthcare systems, including the role of physicians in promoting individual and community health. 6. Identify the characteristics of the doctor–patient relationship, including its ethical, professional, and social dimensions. 7. Apply basic ethical reasoning and human rights principles when discussing health-related issues and professional responsibilities. 8. Reflect on the development of professional identity and the responsibilities of being a physician in contemporary healthcare.	

Assessment Methods	• Written Examination • Team Based Learning Assessments
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Course Name	Health and Society - I	MED 126
Course Category	Clinical Medicine and Professional Skills	CMPS

Course Type	Compulsory	Credit 2	ECTS 3
Medium of Instruction	English		
Year	Year		

Course Chair

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*Assigned Faculty Members

Educational Methods	• Interactive Lectures • Group Presentations • Group Discussions • Case Discussions • Poster presentations • Site visits to PHC
Course Aims	
This course aims to introduce students to the social, cultural, economic, and political dimensions of health and illness; to develop an understanding of the social determinants of health, health inequalities, and the interaction between medicine and society; and to familiarize students with the organization and practice of primary health care in Türkiye.	
Learning Outcomes	
<i>By the end of this course, the students will be able to:</i> 1. Explain key concepts related to health, illness, disease, and sickness from social and medical perspectives. 2. Analyze how social, cultural, economic, and historical factors influence health, illness experiences, and patterns of disease. 3. Explain the social determinants of health, health inequalities, and the principle of equity in healthcare. 4. Discuss the interactions between medicine and society, including medicalization, stigma, social control, and the social role of healthcare. 5. Compare different explanations of disease causation and discuss their implications for understanding health and illness. 6. Interpret patients' experiences of illness through narratives and social science perspectives. 7. Describe the organization, functions, and core principles of primary healthcare services and the healthcare system in Türkiye. 8. Conduct field observations in primary healthcare settings and interpret the contribution of primary healthcare services to individual, community, and population health. 9. Apply social and public health perspectives when discussing health problems at individual, community, and population levels.	
Assessment Methods	• Logbook Assessment • In-Class Activity Performance Assessment • Poster Presentation Performance Assessment



Course Name	Communication Skills	MED 127
Course Category	Clinical Medicine and Professional Skills	CMPS

Course Type	Compulsory	Credit 3	ECTS 3
Medium of Instruction	English		
Year	Year		

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Educational Methods	• Interactive Lectures • Small Group Learning • Role-Play and Communication Skills Training • Reflection and Debriefing Sessions • Game-Based Learning • Clinical Skills Training (CASE) • Simulation-Based Learning • Early Clinical Exposure and Observation
Course Aim	
The aim of this course is to develop foundational competencies in communication, empathy, teamwork, leadership, and self-awareness; to provide essential knowledge and skills in patient safety, infection prevention, first aid, and basic life support; and to promote professional identity formation through early clinical exposure and observation of healthcare practice.	
Learning Outcomes	
<i>By the end of this course, the students will be able to:</i> 1. Explain the principles of effective communication and recognize its importance as a core clinical competency. 2. Demonstrate active listening, empathy, and patient-centered communication skills in simulated healthcare encounters. 3. Reflect on personal communication styles, emotions, and professional behaviors to enhance self-awareness and interpersonal effectiveness. 4. Discuss the impact of emotional intelligence, stress, teamwork, leadership, and interpersonal relationships on professional performance and patient care. 5. Recognize the importance of teamwork, leadership, and interprofessional collaboration in delivering safe and effective patient care. 6. Explain the principles of first aid and basic life support. 7. Demonstrate basic life support skills in a simulated and safe learning environment according to current guidelines. 8. Explain the principles of infection prevention, including decontamination, disinfection, hand hygiene, and the use of personal protective measures. 9. Demonstrate appropriate hand hygiene, decontamination, disinfection, and sterile glove techniques in simulated clinical settings. 10. Observe healthcare environments, healthcare professionals, and patient care processes, and reflect on their contribution to professional identity formation and clinical practice	
Assessment Methods	• Skills Performance Assessment • Early Clinical Exposure Assessment • Case Analysis Performance Assessment



Course Name	Medical English	MED 135
Course Category	Complementary Medical Courses	CMC

Course Type	Compulsory	Credit 3	ECTS 4
Medium of Instruction	English		
Year	Year		

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Educational Methods	• Lectures • Multimedia-assisted learning • Role-play activities • Peer discussions • Student presentations • Plenary sessions • Guided reading comprehension exercises • Guided listening comprehension exercises • Analysis of basic medical conversations • Analysis of basic medical texts (e.g., popular media articles and patient health information leaflets)
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Course Aim
The aim of this course is to support the medical curriculum by providing students with the English language skills required for professional communication and academic activities in medicine. The course introduces the use of English for everyday medical practice, including both academic and occupational English.

Learning Outcomes
<i>By the end of this course, students will be able to:</i> 1. Use general medical terminology accurately in spoken and written communication related to the content of the concurrent medical curriculum. 2. Interpret and analyze basic spoken and written medical English, including common medical texts and professional communications. 3. Communicate effectively in basic medical interactions with patients and their caregivers, colleagues, and other healthcare professionals using appropriate occupational English. 4. Analyze and construct medical terms by identifying roots, prefixes, suffixes, and combining forms, applying correct spelling and standard abbreviations in medical records and documentation. 5. Apply medical terminology related to the Integumentary System, including relevant anatomy, pathology, diagnostic and therapeutic procedures, and pharmacology, to answer multiple-choice questions accurately. 6. Develop and defend persuasive arguments on current medical issues in a group debate format, demonstrating critical thinking, organized argumentation (using the AREC structure: Argument, Reason, Evidence, Conclusion), effective rebuttal skills, teamwork, and clear oral communication. 7. Design and deliver an individual persuasive speech on a current medical topic, demonstrating the ability to conduct academic research, critically evaluate and integrate credible sources, organize a persuasive argument, engage an audience through professional delivery and appropriate visual aids, and conclude with a clear, convincing call to action.

Assessment Methods	• Written Examinations • Performance-Based Assessments
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Course Name	Biostatistics	MED 136
Course Category	Complementary Medical Course	CMC

Course Type	Compulsory	Credit 2	ECTS 2
Medium of Instruction	English		
Year	Year		

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Educational Methods

- Interactive Lectures
- Computer-Based Practical Sessions
- Guided Problem-Solving Exercises

Course Aim	
The aim of this course is to provide students with the fundamental principles of biostatistics and their application in medical and health sciences, enabling them to understand, interpret, and critically evaluate quantitative data encountered in clinical practice and biomedical research.	
Learning Outcomes	
<i>By the end of this subject committee, the students will be able to:</i> 1. Classify different types of data commonly used in medical research. 2. Summarize and present medical data using appropriate descriptive statistical methods. 3. Apply exploratory data analysis techniques to identify patterns and characteristics of datasets. 4. Explain the basic concepts of probability, conditional probability, and Bayes' theorem in medical contexts. 5. Distinguish between discrete and continuous probability distributions and identify their appropriate applications. 6. Interpret the principles of statistical estimation and their role in biomedical research. 7. Interpret basic statistical results reported in medical literature to support evidence-based decision making.	
Assessment Methods	• Midterm Examination • Homework • Final Examination



Course Name	Bioinformatics	MED 137
Course Category	Complementary Medical Course	CMC

Course Type	Compulsory	Credit 2	ECTS 2
Medium of Instruction	English		
Year	Year		

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Educational Methods	• Interactive Lectures • Student Presentations • Laboratory-Based Practical Sessions • Project-Based Learning
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Course Aim

The aim of this course is to provide students with a foundational understanding of bioinformatics and its applications in biomedical sciences. The course aims to introduce computational approaches used to analyze biological data and to develop an appreciation of the role of bioinformatics in medical research, genomics, and evidence-based medicine.

Learning Outcomes

By the end of this subject committee, the students will be able to:

1. Explain the functional impact of genetic mutations on biological processes and human disease.
2. Analyze global, local, and semi-global sequence alignments and interpret the results.
3. Apply database search algorithms to retrieve and analyze biological sequence data.
4. Explain the principles of genome assembly using sequence fragments.
5. Describe the principles and applications of physical DNA mapping.
6. Perform basic phylogenetic analyses and interpret evolutionary relationships.
7. Construct and interpret DNA and protein sequence profiles and explain their applications in disease diagnosis.
8. Identify and appropriately use major bioinformatics databases, tools, and web-based resources.

Assessment Methods	• Midterm Examination • Final Examination • Homework • Project
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Course Name	Atatürk Principles and History of Revolution-I& II	ATA 101 ATA 102
Course Category	Common Courses	CC

Course Type	Compulsory	Credit 4	ECTS 4
Medium of Instruction	Turkish		
Year	Year		

Course Chair

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Common Courses

Educational Methods	• Monthly in-person and virtual classes. • Multimedia-enhanced education • Video courses offered by UZEM and content developed by Dr. Ulus
Course Aims The objective of ATA 101 course is to analyze the modernization of the Ottoman Empire and Turkey. This course will analyze modernization in Europe and its impact on the Ottoman Empire, the French Revolution, the United States Declaration of Independence, the Industrial Revolution, and the resultant political, social, and economic developments. The primary aim of the course is to elucidate the distinct attributes of the Turkish revolution in conjunction with the global dynamics of political and social revolutions. The aim of the ATA 102 course is to study the foundations of the Republic and the political, socio-economic, and cultural transformations associated with the new Republic. The course will focus on the Atatürk reforms and concepts, as well as the transformations resulting from them. The course will provide a concise overview of the socio-cultural and political history of the early Republican era (1923-1939).	
Learning Outcomes <i>By the end of these two courses, the students will be able to:</i> 1. Learn the concept of Modernization. 2. Examine the geographical discoveries, the Renaissance and reform movements, the Age of Enlightenment, the French Revolution, and the establishment of the USA, and assess their impacts on the Ottoman Empire. 3. Examine the rise of global trade and the Industrial Revolution, and assess the changes they provoked. 4. Examine the effects of the Industrial Revolution and imperialism on the Ottoman Empire. 5. Identify and elucidate the factors contributing to the disintegration and downfall of the Ottoman Empire. 6. Learn about social, economic and cultural change in the Ottoman Empire during the 18th to early 20th century. 7. Identify intellectual movements and their cultural products during the 19th and early 20th century Ottomans. 8. Examine political and socio-cultural conflicts within the Ottoman Empire and their impact on contemporary Turkey. 9. Learn the history of the First World War and the War within the Ottoman Empire during the Great War. 10. Identify the fundamental principles of the Atatürk reforms and their implementation processes. 11. Learn about the political structure and key legislative milestones of the early republican era. 12. Define the concepts of Kemalism and their impact on state-building. 13. Analyse the transition from an empire to a modern, secular nation-state. 14. Evaluate the connection between political reforms and cultural shifts in daily life. 15. Assess the economic challenges and state-led development models of the 1920s and 1930s.	
Assessment Methods	• 1 Mid-term multiple choice (test) exam organized by Uzem. %40 of the final grade of each term • Final exam multiple choice (test) exam organized by Uzem. %60 of the final grade of each term



Course Name	Turkish Language - Literature I & II	TUR 101 TUR 102
Course Category	Common Courses	CC

Course Type	Compulsory	Credit 4	ECTS 4
Medium of Instruction	Turkish		
Year	Year		

Course Chair

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Educational Methods	• Online lectures • Multimedia-assisted learning • Assigned readings • Self-directed learning • Asynchronous learning activities
Course Aims	
This course aims to gain knowledge about the importance of Turkish language and literature. Impact of language on cultural development will be pointed out. Emphasis is placed on reading, interpreting and discussing selected prose, novels, stories and poetry. Correct use of Turkish will be discussed with examples of narration defects, punctuation, and spelling mistakes.	
Learning Outcomes	
By the end of this course, the students will be able to: 1. Explain the features of written language 2. Define the rules for written explanation 3. Describe grammar rules 4. Indicate the rules for punctuation 5. Describe the concepts of writing an essay 6. Define the methods to express himself	
Assessment Methods	Theoretical Examinations

COURSES

SCHOOL OF MEDICINE

YEAR II

CURRICULUM

2026-2027

LEARNING

ASSESSMENT

ACIBADEM UNIVERSITY
SCHOOL OF MEDICINE

YEAR II - COURSES

2026-2027 | ACIBADEM UNIVERSITY SCHOOL OF MEDICINE

COURSE CATEGORY	CODE	COURSE NAME	National Credits	ECTS
Biomedical Subject Committees (BSC)	MED 211	Microorganisms and Infection	7	6
	MED 213	Musculoskeletal System and Related Disorders	8	7
	MED 212	Nervous System and Related Disorders	13	13
		TOTAL	28	26
Clinical Medicine and Professional Skills (CMPS) Program	MED 223	Research in Health-II	3	6
	MED 225	Clinical Communication Skills	2	3
	MED 222	Medical Ethics and Humanities-II	2	3
		TOTAL	7	12
Complementary Medical Courses (CMC)	EMED 201	Electives in Medicine-II	2	4
	EMED 202	Electives in Medicine-III	2	4
	EMLP 201	Electives in Medical Language Proficiency -I	3	4
	MESR 202	Medical Electives in Social Responsibility-I	2	4
Common Courses (CC)	ACU2001	Elective Course-III	2	3
	ACU 2002	Elective Course-IV	2	3
TOTAL			48	60



Course Name	Microorganisms and Infection	MED 211
Course Category	Biomedical Subject Committee	BSC

Course Type	Compulsory	Credit 7	ECTS 6
Medium of Instruction	English		
Year	Year		

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Educational Methods	• Lectures • Flipped Classroom, • Practical laboratory sessions • AI-Enhanced Problem Based Learning
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Course Aim	
The aim of this subject committee is to equip medical students with core knowledge and skills in microbiology and infectious diseases, focusing on microbial structure, pathogenesis, antimicrobial therapies, and global health challenges.	
Learning Outcomes	
<i>By the end of this subject committee, the students will be able to:</i> 1. Describe the basic concepts and scope of medical microbiology. 2. Describe the composition and functions of the normal human microbiota. 3. Define the basic concepts of pharmacology and toxicology. 4. Describe the principles of laboratory safety, specimen handling, sterilization, and disinfection. 5. Describe the structural characteristics and classification of major groups of microorganisms. 6. Explain the basic pharmacokinetic and pharmacodynamic mechanisms of drug action. 7. Perform basic microscopy to observe and identify microbial structures. 8. Explain the principles and methods of microbial cultivation. 9. Explain how microorganisms cause infectious diseases and describe the principles of their epidemiology and prevention 10. Perform laboratory procedures to identify major groups of microorganisms, fungi and human parasites using appropriate techniques. 11. Explain how genetic variations in receptors, transporters, and enzymes affect drug response. 12. Explain the principles, mechanisms of action, and clinical use of antimicrobial drug classes. 13. Perform antimicrobial susceptibility testing using standardized laboratory methods. 14. Explain the basic concepts of microbial genetics and their relevance to pathogenicity and resistance. 15. Discuss the impact of global challenges such as climate change and migration on infectious disease patterns. 16. Explain the mechanisms and determinants of drug interactions 17. Explain thermoregulation and its relevance to infection and inflammation.	

Assessment Methods	• Formative Assessment • Laboratory performance assessment • Flipped Classroom (FC) Assessment • Practical Examination • Written Examination • AI-PBL Assessment
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Assessment Methods	• Formative Assessment • Laboratory performance assessment • Flipped Classroom (FC) Assessment • Practical Examination • Written Examination • AI-PBL Assessment
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Course Name	Musculoskeletal System and Related Disorders	MED 213
Course Category	Biomedical Subject Committee	BSC

Course Type	Compulsory	Credit 8	ECTS 7
Medium of Instruction	English		
Year	Year		

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Educational Methods	• Lectures • Team Based Learning (TBL) • Flipped Classroom (FC) • Practical laboratory sessions
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Course Aim

The aim of this subject committee is to explain the normal structure and function of the musculoskeletal system, describe common pathological changes, and help students relate these to clinical presentations and basic diagnostic and treatment approaches.

Learning Outcomes

By the end of this course, the students will be able to:

1. Describe the structure of the musculoskeletal system.
2. Explain the biomechanical properties of musculoskeletal system.
3. Describe the principles and uses of common diagnostic tools (CT, MRI, USG, EMG).
4. Explain the stages and regulatory mechanisms of muscle contraction.
5. Explain the effects of peripheral nervous system on the musculoskeletal system.
6. Describe the metabolism of bone tissue and related pathological changes.
7. Describe the common traumatic and non-traumatic pathologies of the musculoskeletal system and the associated pathological changes.
8. Describe the genetic disorders affecting bone and connective tissue and explain their impact on musculoskeletal function.
9. Explain the pharmacological approaches to the disorders of the musculoskeletal system
10. Associate the defects in the normal structure and normal functions of the musculoskeletal system with common disorders and clinical cases.
11. Identify and examine anatomical and histological structures of the musculoskeletal system.
12. Describe the molecular structure and synthesis of collagen and muscle proteins, and the biochemical composition of synovial fluid, emphasizing their roles in musculoskeletal tissues.
13. Explain the bioenergetic processes involved in muscle contraction, including energy sources and metabolic pathways.

Assessment Methods	• Written examination • Laboratory performance assessment • Team Based Learning (TBL) Assessments • Flipped Classroom (FC) Assessments • Practical Examination
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Course Name	Nervous System and Related Diseases	MED 212
Course Category	Biomedical Subject Committee	BSC

Course Type	Compulsory	Credit 13	ECTS 13
Medium of Instruction	English		
Year	Year		

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*Assigned Faculty Members

Educational Methods	• Lectures • Practical laboratory sessions • Team Based Learning (TBL)
Course Aims	
The aim of this course is to explain the normal structure and functions of the nervous system and their pathological changes, and to be able to associate these changes with the clinical information related to the formation of basic diseases.	
Learning Outcomes	
<i>By the end of this course, the students will be able to:</i> 1. Explain the cellular, tissue, and molecular structure and developmental processes of the nervous system. 2. Use correct anatomical and clinical terminology related to the nervous system. 3. Identify and describe the anatomical components and histological structures of the nervous system, including their localization and interrelationships. 4. Explain the physiological functions of the nervous system and the biophysical mechanisms underlying sensory perception. 5. Describe the synthesis, release, function, and degradation of neurotransmitters, and explain their role in neuronal communication. 6. Describe the biochemical and metabolic processes that support brain energy demands. 7. Explain the basic histopathological changes observed in nervous system diseases. 8. Identify infectious agents affecting the nervous system, explain the resulting pathological changes, and correlate them with clinical findings. 9. Recognize common nervous system disorders and relate them to their clinical presentations. 10. Explain pharmacological approaches to the treatment of functional disorders of the nervous system. 11. Describe the laboratory methods used in the evaluation of cerebrospinal fluid and their diagnostic significance in neurological diseases.	
Assessment Methods	• Laboratory performance assessment • Formative Assessment • Team Based Learning (TBL) Assessments • Written examination • Practical Examinations



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Course Information Form

Course Name	Medical Ethics & Humanities-II	MED 222
Course Category	Clinical Medicine and Professional Skills	CMPS

Course Type	Compulsory	Credit 2	ECTS 3
Medium of Instruction	English		
Year	Year		

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Educational Methods	• Interactive Lectures • Team-Based Learning (TBL) • Small Group Discussions • Facilitated Reflection Sessions
Course Aims	
This course aims to provide students with a foundation in medical ethics and bioethics by exploring ethical principles, patient rights, professional responsibilities, human dignity, and contemporary ethical challenges arising from advances in medicine and healthcare technologies.	
Learning Outcomes	
By the end of this subject committee, the students will be able to: 1. Explain fundamental concepts, theories, and principles of medical ethics and bioethics. 2. Discuss the ethical, legal, and professional responsibilities of physicians toward patients, communities, and society. 3. Explain the concepts of human dignity, human rights, patient rights, and informed consent in healthcare practice. 4. Explain the ethical principles of beneficence, non-maleficence, autonomy, and justice and discuss their relevance to healthcare practice 5. Analyze ethical issues related to privacy, confidentiality, discrimination, stigmatization, and professional conduct. 6. Discuss ethical dilemmas arising at the beginning and end of life, considering medical, legal, psychosocial, and societal perspectives. 7. Analyze ethical challenges associated with emerging health technologies, including organ transplantation, regenerative medicine, genomics, biobanking, and artificial intelligence. 8. Apply ethical reasoning to evaluate and discuss contemporary bioethical issues and clinical scenarios.	
Assessment Methods	• Written examination • Team Based Learning (TBL) Assessments



Course Name	Research in Health -II	MED 223
Course Category	Clinical Medicine and Professional Skills	CMPS

Course Type	Compulsory	Credit 3	ECTS 6
Medium of Instruction	English		
Year	Year		

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Educational Methods

- Interactive Lectures
- Team-Based Learning (TBL)
- Small Group Discussions
- Research Project-Based Learning
- Supervised Data Collection Activities
- Group Project Work
- Oral Presentations
- Feedback and Reflection Sessions
- Faculty Mentoring

Course Aim	
This course aims to develop foundational knowledge and skills in health research by guiding students through the process of formulating research questions, designing studies, collecting and analyzing data, addressing ethical considerations, and communicating research findings.	
Learning Outcomes	
By the end of this course, the students will be able to: 1. Formulate a relevant and answerable research question related to biomedical, clinical, psychosocial, or population health issues. 2. Compare common quantitative and qualitative research designs and select an appropriate study design to address a research question. 3. Identify variables, sampling strategies, and data collection methods appropriate to a research objective. 4. Explain the ethical principles and regulatory requirements governing health research. 5. Develop a structured research proposal, including research objectives, methodology, and data collection plan. 6. Conduct data collection activities under supervision using appropriate research methods and tools. 7. Interpret and summarize collected data using basic analytical approaches. 8. Communicate research findings effectively through written, oral, and poster presentations.	

Assessment Methods	• Written examination • Team Based Learning (TBL) Assessments • Performance Assessments
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Course Information Form

Course Name	Clinical Communication Skills	MED 225
Course Category	Clinical Medicine and Professional Skills	CMPS

Course Type	Compulsory	Credit 2	ECTS 3
Medium of Instruction	English		
Year	Year		

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Educational Methods

- Interactive Lectures
- Small Group Discussions
- Communication Skills Training
- Simulated Patient Encounters
- History Taking Practice
- Reflective Learning
- Structured Feedback Sessions

Course Aim	
This course aims to develop students' foundational clinical communication skills and enable them to conduct patient-centered medical interviews through effective listening, empathy, and professional communication.	
Learning Outcomes	
By the end of this course, the students will be able to: 1. Describe the structure and key components of a patient-centered medical interview. 2. Demonstrate effective verbal and non-verbal communication skills during patient encounters. 3. Apply active listening and empathy to establish a therapeutic physician–patient relationship. 4. Obtain a basic medical history using a patient-centered approach in simulated clinical encounters. 5. Communicate respectfully, sensitively, and professionally with patients and individuals in their social environment. 6. Reflect on personal communication skills and incorporate feedback to improve clinical communication performance.	
Assessment Methods	• Participation in Simulated Patient (SP) Encounters • Simulated Patient (SP)-Based Practical Examination

SCHOOL OF MEDICINE

YEAR III

CURRICULUM

2026-2027

COURSES

LEARNING

ASSESSMENT

ACIBADEM UNIVERSITY
SCHOOL OF MEDICINE

YEAR III - COURSES

2026-2027 | ACIBADEM UNIVERSITY SCHOOL OF MEDICINE

COURSE CATEGORY	CODE	COURSE NAME	National Credits	ECTS
Biomedical Subject Committees (BSC)	MED 311	Cardiovascular System and Related Disorders	8	7
	MED 313	Respiratory System and Related Disorders	6	6
	MED 315	Gastrointestinal System and Related Disorders	10	10
	MED 312	Urogenital System and Related Disorders	8	8
	MED 310	Endocrine System and Related Disorders	5	6
		TOTAL	37	37
Clinical Medicine and Professional Skills (CMPS) Program	MED 321	Evidence Based Medicine	2	4
	MED 323	Health and Society-II	4	7
		TOTAL	6	11
Complementary Medical Courses (CMC)	EMED 302	Electives in Medicine-IV	2	4
	EMLP 302	Electives in Medical Language Proficiency -II	3	4
	MESR 301	Medical Electives in Social Responsibility-II	2	4
TOTAL			50	60



Course Name	Endocrine System and Related Disorders	MED 313
Course Category	Biomedical Subject Committee	BSC

Course Type	Compulsory	Credit 5	ECTS 6
Medium of Instruction	English		
Year	Year		

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*Assigned Faculty Members

Educational Methods	• Lectures • Practical laboratory sessions • Team Based Learning (TBL) • Panels
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Course Aim
The aim of this subject committee is to provide students with core knowledge of the structure, function, growth and development, common diseases, and basic diagnostic and treatment approaches of the endocrine system, along with related metabolic, nutritional, and public health aspects.
Learning Outcomes
By the end of this course, the students will be able to: 1. Describe the anatomy, histology, and development of the major endocrine organs and relate their structural features to their functions. 2. Explain the general principles of hormone synthesis, secretion, transport, regulation, and mechanisms of action. 3. Explain the hormonal regulation of growth, development, and puberty and recognize the basic mechanisms underlying related disorders. 4. Explain the physiological functions and regulation of the hypothalamic-pituitary axis and relate their disturbances to common pituitary disorders. 5. Explain the physiological functions of thyroid hormones and relate alterations in thyroid function and structure to common thyroid disorders and their basic treatment principles. 6. Explain the normal function of the adrenal gland and the basic pathophysiological and pathological mechanisms of common adrenal disorders, including their basic diagnostic and treatment principles. 7. Explain the regulation of calcium and mineral metabolism and relate its disturbances to common metabolic bone and mineral disorders. 8. Explain the hormonal regulation of glucose and energy metabolism and relate its disturbances to diabetes mellitus, hypoglycemia, and other common metabolic disorders. 9. Explain the basic pharmacological principles of drugs used in common endocrine and metabolic disorders, including their mechanisms of action and major adverse effects. 10. Explain the basic principles of the diagnostic evaluation of common endocrine and metabolic disorders, including appropriate laboratory and imaging approaches. 11. Explain the basic principles of nutrition across the life course and relate nutritional factors to obesity, malnutrition, and common endocrine and metabolic disorders 12. Discuss the prevention, early recognition, and primary care and public health approaches to common endocrine, metabolic, and nutrition-related conditions.

Assessment Methods	• Laboratory Evaluation • Team Based Learning (TBL) Assessments • Written examination
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Course Name	Respiratory System and Related Disorders	MED 313
Course Category	Biomedical Subject Committee	BSC

Course Type	Compulsory	Credit 6	ECTS 6
Medium of Instruction	English		
Year	Year		

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Educational Methods	• Lectures • Practical laboratory sessions • Team Based Learning (TBL) • Flipped Classroom (FC) • Panel discussions
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Course Aim	
The aim of this subject committee is to enable students to explain the normal structure and function of the respiratory system, to understand their pathological changes, and to associate these changes with clinical knowledge related to common diseases	
Learning Outcomes	
By the end of this course, the students will be able to: 1. Explain the structures and development processes of respiratory system. 2. Explain the mechanism of respiratory physiology. 3. Describe the concept of respiration and explains its relationship with gas laws. 4. Identify and describe anatomical and histological structures of the respiratory systems using appropriate terminology and visual materials. 5. Explain the respiratory regulation mechanisms 6. Explain the concepts of ventilation, perfusion and diffusion, mechanisms and pathological changes and correlates with clinical information 7. Describe the infectious agents associated with respiratory system, explain the pathological changes related to it and associates with clinical knowledge 8. Explain pathological changes in airways and correlates with clinical knowledge 9. Explain pathological changes associated with vascular structure of respiratory system and correlates with clinical knowledge 10. Explain the effects of tobacco use on the normal structure and the functions of the respiratory system 11. Define the tumoral lesions of the respiratory system 12. Explain pharmacological approaches related to respiratory disorders 13. Interpret basic radiological images of the thorax and identify key anatomical structures and diagnostic patterns 14. Describe major pathological changes in lymph nodes and bone marrow, including benign and malignant conditions	

Assessment Methods	• Laboratory Evaluation • Team Based Learning (TBL) Assessments • Flipped Classroom (FC) Assessments, • Written examinations • Practical Examinations
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Course Name	Cardiovascular System and Related Disorders	MED 311
Course Category	Biomedical Subject Committee	BSC

Course Type	Compulsory	Credit 8	ECTS 7
Medium of Instruction	English		
Year	Year		

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Educational Methods	Lectures, Lab Study, Team Based Learning (TBL), Panels and Clinical Practice
Course Aims The aim of this course is to provide knowledge about the normal structure and function of the cardiovascular system. It also aims to explain pathological changes in these structures and relate them with common cardiovascular diseases Learning Outcomes By the end of this course, the students will be able to: 1. Describe the macroscopic and microscopic structures of the cardiovascular system and identify common pathological alterations. 2. Describe the embryological development of the cardiovascular system 3. Explain the heart's electrical and mechanical functions, and interpret basic diagnostics such as ECG and heart sounds 4. Describe the regulation and dynamics of systemic and coronary circulation, including control mechanisms and pathological disruptions. 5. Explain the physiological and biophysical principles regulating blood pressure, and describe the mechanisms underlying its dysregulation. 6. Analyze the interaction between the heart and the vascular system in the context of cardiovascular pathologies. 7. Describe the genetic, environmental, and behavioral determinants of cardiovascular diseases and explain primary and secondary prevention strategies. 8. Evaluate the major cardiovascular diseases in terms of epidemiology, diagnosis, and management in clinical and public health settings 9. Identify and distinguish anatomical and histological structures of the cardiovascular system 10. Describe the laboratory principles and diagnostic interpretation of hemostasis, thrombosis, and fibrinolysis, and relate them to cardiovascular diseases. 11. Explain the pharmacological approaches to the treatment of cardiovascular diseases, including agents affecting coagulation and platelet function. 12. Interpret key laboratory tests used in the diagnosis and monitoring of heart failure and myocardial injury	
Assessment Methods	Laboratory Evaluation, Clinical Practice Evaluation, Team Based Learning (TBL) Assessments, Written and Practical Examinations,



Course Name	Gastrointestinal System and Related Disorders	MED 315
Course Category	Biomedical Subject Committee	BSC

Course Type	Compulsory	Credit 10	ECTS 10
Medium of Instruction	English		
Year	Year		

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M.D., Ph.D., Prof. Medical Microbiology

Meltem KOLGAZİ
Ph.D., Assoc. Prof. Physiology

Kaya BİLGÜVAR
M.D., Assist. Prof. Medical Genetics

Can GÖNEN
M.D., Prof. Internal Medicine

Sesin KOCAGÖZ
M.D., Prof. Infectious Diseases

Pelin YILDIZ
M.D., Assoc. Prof. Pathology

Bülent DEĞERTEKİN*
M.D., Prof. Internal Medicine

Murat SARUÇ
M.D. Prof. Gastroenterology

*Assigned Faculty Members

Educational Methods	• Lectures • Practical laboratory sessions • Team Based Learning (TBL)
Course Aim	
The aim of this course is to provide students with core knowledge of the structure, function, common diseases, and basic diagnostic and treatment approaches of the gastrointestinal system, along with related public health aspects.	
Learning Outcomes	
By the end of this course, the students will be able to: 1. Describe the macroscopic and microscopic structures of the gastrointestinal system and identify them in anatomical and histological specimens 2. Explain the functions and mechanisms of action of gastrointestinal organs and related structures. 3. Identify and describe functional, organic, and pathological disorders of the gastrointestinal system and associate them with common clinical diseases. 4. Describe microbiota of the gastrointestinal system, related disorders, and clinical manifestations. 5. Explain gastrointestinal tumors, their development, clinical presentation, and screening approaches. 6. Describe the pharmacological approaches used in the treatment of functional and organic gastrointestinal disorders. 7. Explain the biochemical mechanisms and laboratory tests relevant to gastrointestinal functions and disorders 8. Explain pathological changes in GI system including tumors and define the associations with clinical diseases 9. Explain the molecular basis of GI disorders 10. Identify and explain the radiological anatomy and diagnostic imaging of the gastrointestinal tract. 11. Describe gastrointestinal disorders in primary care	
Assessment Methods	• Laboratory performance assessment • Team Based Learning (TBL) Assessments • Written Examination



Course Name	Urogenital System and Related Disorders	MED 312
Course Category	Biomedical Subject Committee	BSC

Course Type	Compulsory	Credit 8	ECTS 8
Medium of Instruction	English		
Year	Year		

BSC Coordinators

Deniz YÜCEL
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Course Lecturers

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Filiz ONAT
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Mustafa AKTEKİN
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Abdurrahman COŞKUN*
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Yeşim YASİN
M.A, MSc. Ph.D., Assoc. Prof. Public Health

Elif Nedret KESKİNÖZ
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Fehime BENLİ AKSUNGAR
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Bora ÖZVEREN
M.D., Assoc. Prof. Urology

Serap ARBAK
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Cemaliye AKYERLİ BOYLU
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İlter TÜFEK*
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Pınar TOPSEVER
M.D., Prof. Family Medicine

Özden HATIRNAZ NG
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Şirin PARKAN
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Hülya KUŞOĞLU
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Yeşim SAĞLICAN
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Ülkem ÇAKIR
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Belgin SELAM
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Fatma Merve ANTMEN
Ph.D., Assist. Prof. Physiology

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M.D., Assoc. Prof. Obstetrics and Gynecology

Aylin ALTAN KUŞ
M.D., Assoc. Prof. Radiology

Mehmet ERGEN
D.V.M. PhD., Assist. Prof. Physiology

Yasemin ALANAY
M.D., Prof. Pediatric

Sibel ERDAMAR ÇETİN
M.D., Prof. Pathology

Cem SUNGUR
M.D., Prof. Medical Education

Kaya BİLGUVAR
Ph.D., Assist. Prof. Medical Genetics

Fatih ÖZDENER
M.D., Ph.D., Assoc. Prof. Pharmacology

*Assigned Faculty Members

Educational Methods	• Lectures • Practical laboratory sessions • Panel discussions • Team Based Learning (TBL) Sessions
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Course Aim
The aim of this course is to provide an understanding of the normal structure and function of the urogenital system and to relate pathological changes to common urogenital diseases.
Learning Outcomes
By the end of this course, the students will be able to: 1. Explain the location of the urogenital system organs and related structures, macroscopic and microscopic features and developmental processes 2. Explain the functions and functioning mechanisms of the urogenital system organs and related structures 3. Describe the disorders and pathological changes that may occur in the urologic system and explain pharmacological approaches that relate to basic clinical diseases 4. Describe the disorders and pathological changes that may occur in the genital system and explain pharmacological approaches that relate to basic clinical diseases 5. Describe urine formation, storage and discharge mechanisms, associated disorders and pharmacological approaches 6. Explain the urogenital system infectious agents, clinical manifestations and pharmacological approach 7. Explain the basic principles of screening in the urogenital system 8. Explain liquid electrolyte balance and acid balance and its disorders 9. Identify and describe the anatomical and histological features of the urogenital system organs using appropriate visual materials and terminology 10. Explain fertilization, implantation, and reproductive immunology; recognize the significance of reproductive health. 11. Explain the physiological mechanisms and stages of normal labor and delivery, and identify common abnormalities and their management. 12. Describe the physiological changes occurring during the puerperium period and their clinical significance. 13. Identify the radiological anatomy and diagnostic approach of the urogenital and reproductive systems. 14. Discuss sexual health issues in special populations, including relevant preventive and supportive approaches.

15. Perform and interpret basic urine examination tests and correlate findings with common urologic conditions.
16. Explain the molecular mechanisms of disease and the role of molecular diagnostics in pathology

Assessment Methods

- Laboratory performance assessment
- Team Based Learning (TBL) Assessments,
- Written examinations
- Practical Examination



Course Name	Evidence Based Medicine	MED 321
Course Category	Clinical Medicine and Professional Skills	CMPS

Course Type	Compulsory	Credit 2	ECTS 4
Medium of Instruction	English		
Year	Year		

Course Chairs

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Figen DEMİR
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Faculty

Pınar TOPSEVER
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Demet DİNÇ
M.D., Instructor Family Medicine

Şirin PARKAN
M.D., Instructor Family Medicine

Dilek KİTAPÇIOĞLU
M.D., Assoc. Prof. Medical Education

Figen DEMİR
M.D., Assoc. Prof. Public Health

Educational Methods

- Interactive Lectures
- Small Group Discussions
- Communication Skills Training
- Simulated Patient Encounters
- Group Presentations
- Structured Feedback and Reflection Sessions

Course Aims	
This course aims to develop students' ability to critically evaluate medical literature and apply the principles of evidence-based medicine in clinical decision-making, while enhancing advanced communication skills required for managing difficult patient encounters, breaking bad news, and facilitating behavior change through patient-centered communication.	
Learning Outcomes	
By the end of this subject committee, the students will be able to: Evidence-Based Medicine (EBM) 1. Explain the principles of Evidence-Based Medicine (EBM) and identify appropriate strategies for searching and retrieving medical evidence. 2. Describe the hierarchy of evidence and distinguish between common study designs used in clinical research. 3. Explain key concepts related to the validity and interpretation of research findings, including sensitivity, specificity, predictive values, reliability, confounding, random error, and bias. 4. Critically appraise experimental and observational studies using structured appraisal principles and evaluate the validity and applicability of research findings. 5. Interpret study findings, including measures of effect, p-values, confidence intervals, and study conclusions, in the context of patient care. Advanced Communication Skills 6. Define difficult patient encounters and discuss the role of communication skills in managing challenging clinical situations. 7. Demonstrate effective verbal and non-verbal communication skills, active listening, empathy, and patient-centered communication in simulated clinical encounters. 8. Describe and apply the principles of breaking bad news using structured communication approaches. 9. Explain the stages of behavior change and discuss communication strategies, including motivational interviewing, to support health behavior change. 10. Reflect on personal communication performance and incorporate feedback to improve communication skills in clinical encounters.	
Assessment Methods	• Written Examination • Evaluation of Group Learning Activities • Simulated Patient (SP) Encounter Assessment • Feedback-Based Performance Evaluation



Course Name	Health and Society- II	MED 323
Course Category	Clinical Medicine and Professional Skills	CMPS

Course Type	Compulsory	Credit 4	ECTS 7
Medium of Instruction	English		
Year	Year		

Course Chairs

Yeşim YASİN
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Faculty

Pınar TOPSEVER
M.D., Prof. Family Medicine

Yusuf ÇELİK*
PhD., Prof., Faculty of Health Sciences,
Healthcare Management

Figen DEMİR
M.D., Assoc. Prof. Public Health

Yeşim YASİN
M.A, MSc. Ph.D., Assoc. Prof. Public Health

*Assigned Faculty Members

Educational Methods

- Interactive Lectures
- Self-Directed Learning
- Community-Based Learning
- Observation and Participation in Primary Care Services
- Group Presentations and Discussions
- Reflective Learning
- Guided Debriefing Sessions

Course Aims	
This course aims to provide students with an understanding of health systems, health policy, health promotion, and health economics, while strengthening their ability to relate these concepts to primary healthcare practice through field observation and community-oriented perspectives.	
Learning Outcomes	
By the end of this subject committee, the students will be able to: 1. Describe the organization, functions, and key components of health systems and healthcare delivery. 2. Explain the structure, governance, and key features of the Turkish healthcare system. 3. Discuss the principles of health policy and the role of governments in planning, financing, and regulating healthcare services. 4. Explain fundamental concepts of health economics, including supply, demand, resource allocation, and economic evaluation in healthcare. 5. Discuss the principles and approaches of health promotion at individual, community, and policy levels. 6. Assess health needs and determinants of health from individual and community perspectives. 7. Observe and interpret the delivery of primary healthcare services and their contribution to population health. 8. Integrate knowledge gained from community and primary healthcare settings into discussions of health systems, health promotion, and healthcare delivery. 9. Reflect on observations and experiences in primary healthcare settings and discuss their implications for professional development and healthcare delivery.	
Assessment Methods	• Written examination • Logbook Assessment • Attendance



ACIBADEM

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UNIVERSITY

Electives in Medicine Program



2026 – 2027

ELECTIVES IN MEDICINE (EMED) PROGRAM

The Electives in Medicine (EMED) Program is designed to complement the core medical curriculum by providing students with opportunities to explore areas of medicine and health according to their individual interests, academic curiosity, and future professional goals.

The program extends learning beyond the boundaries of the core curriculum and encourages students to engage with the broader scientific, technological, social, ethical, and humanistic dimensions of medicine. Through a diverse portfolio of elective courses, students can explore emerging and interdisciplinary fields such as medical technologies, medical engineering, computational sciences and omics, biotechnology, research integrity, bioethics, history of medicine, personalized medicine, and innovative approaches to healthcare.

An important component of the EMED Program is learning through inquiry and project-based experience. Medical and Social Research Projects provide opportunities for students to participate in the research process, develop scientific thinking and collaboration skills, and explore health-related questions from biomedical as well as social and humanistic perspectives. These longitudinal opportunities are offered at different stages of the undergraduate program, supporting the progressive development of research competencies.

By allowing students to make meaningful choices within their medical education, the EMED Program aims to foster intellectual curiosity, interdisciplinary thinking, scientific inquiry, innovation, social awareness, and self-directed learning. It encourages each student to develop an individual learning pathway while remaining connected to the broader competencies and professional values of medical education.

Through choice, exploration, and active engagement, EMED enables students not only to broaden their medical education, but also to begin shaping the kind of physician they aspire to become.

Courses and Projects (2026 – 2027)

Fall Semester Elective Courses

EMED 001	Introduction to Medical Engineering Hande Argunşah, PhD Assoc. Prof. Faculty of Engineering and Natural Sciences
EMED 009	Computational 'Omics' Analysis O. Uğur Sezerman, PhD Prof. Department of Biostatistics and Medical Informatics
EMED 205	The Fourth Horseman: History of Epidemics and Pandemics Ceren Rasimoğlu, PhD Assist. Prof. Department of History of Medicine and Ethics
EMED 207	Fascinating History of Surgery: From Cavemen to Modern Surgeons Tamer Turan, MD Cardiovascular Surgery & Utkan Topçu, MD Neurosurgery
EMED 209	Biotechnology Frontiers in Medicine Günseli Bayram Akçapınar, PhD Prof. Institute of Health Sciences
EMED 213	Systems approach, dynamic modeling/simulation and health problems Yaman Barlas, PhD Prof. Faculty of Engineering and Natural Sciences
EMED 214	VIRT²UE Research Integrity Training Yeşim Işıl Ülman, PhD Prof. Department of History of Medicine and Ethics
EMED 215	Protein Structure and Function Zeynep Aslıhan Durer, PhD Assoc. Prof. Department of Biophysics
EMED 217	Biodesign & Clinical Innovation Ata Akın, PhD Prof. Faculty of Engineering and Natural Sciences
EMED 218	Madness and Medicine: A History of Civilization Fatih Artvinli, PhD Prof. Department of History of Medicine and Ethics
EMED 219	Immunotherapies Batu Erman, PhD Prof. Faculty of Engineering and Natural Sciences
EMED 307	Phytotherapy Timur Hakan Barak, PhD Assoc. Prof. Faculty of Pharmacy

Fall Semester Elective Medical & Social Research Projects

EMED 281	Social Research Projects Fatih Artvinli, PhD Prof. Department of History of Medicine and Ethics
EMED 291	Medical Research Projects Sinem Öktem Okullu, PhD Assoc. Prof. Department of Medical Microbiology
EMED 381	Social Research Projects Fatih Artvinli, PhD Prof. Department of History of Medicine and Ethics

EMED 391 Medical Research Projects
Sinem Öktem Okullu, PhD Assoc. Prof. Department of Medical Microbiology

Spring Semester Elective Courses (Tentative)

EMED 017 Regenerative Medicine
Deniz Yücel, PhD Assoc. Prof. Department of Histology and Embryology

EMED 028 Biosensors
Ceyhan Kırımlı, PhD Assist Prof. Department of Medical Engineering

EMED 032 Medical Technologies
Ata Akın, PhD Prof. Department of Medical Engineering

EMED 038 Bioethics and Movies
Yeşim Işıl Ülman, PhD Prof., Department of History of Medicine and Ethics

EMED 204 Anatomical Dissection
Mustafa Aktekin, MD Prof. Department of Anatomy

EMED 205 The Fourth Horseman: History of Epidemics and Pandemics
Ceren Rasimoğlu, PhD Assist. Prof. Department of History of Medicine and Ethics

EMED 207 Fascinating History of Surgery: From Cavemen to Modern Surgeons
Tamer Turan, MD Cardiovascular Surgery & Utkan Topçu, MD Neurosurgery

EMED 213 Systems approach, dynamic modeling/simulation and health problems
Yaman Barlas, PhD Prof. Faculty of Engineering and Natural Sciences

EMED 216 Cellular and Molecular Biophysics
Devrim Öz-Arslan, PhD Prof. & Beki Kan, PhD Prof. Department of Biophysics

EMED 218 Madness and Medicine: A History of Civilization
Fatih Artvinli, PhD Prof., Department of History of Medicine and Ethics

EMED 302 Personalized Medicine
Uğur Sezerman, PhD Prof., Department of Biostatistics and Medical Informatics

Spring Semester Elective Medical & Social Research Projects

EMED 282 Social Research Projects
Fatih Artvinli, PhD Prof. Department of History of Medicine and Ethics

EMED 292 Medical Research Projects
Sinem Öktem Okullu, PhD Assoc. Prof. Department of Medical Microbiology

EMED 382 Social Research Projects
Fatih Artvinli, PhD Prof. Department of History of Medicine and Ethics

EMED 392 Medical Research Projects
Sinem Öktem Okullu, PhD Assoc. Prof. Department of Medical Microbiology



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Electives in Medical Language Proficiency (EMLP)

2026 – 2027

ELECTIVES IN MEDICAL LANGUAGE PROFICIENCY (EMLP) PROGRAM

The Electives in Medical Language Proficiency (EMLP) Program is designed to support medical students in developing the advanced English language and communication skills required for academic, clinical, and professional settings.

The program extends language learning beyond General English proficiency by focusing on the authentic communication demands of medicine. Through elective courses addressing professional communication, medical academic writing, and medicine-focused English language skills, students are provided with opportunities to communicate effectively with patients and healthcare professionals, engage with medical and scientific literature, and express medical knowledge clearly and appropriately in spoken and written English.

The EMLP Program emphasizes active and practice-oriented learning, incorporating academic writing, presentations, discussions, role-play, clinical communication activities, critical reading, and engagement with medical texts. In this way, language development is integrated with students' evolving academic and professional identities as future physicians.

By strengthening students' ability to use English confidently and appropriately in medical contexts, the EMLP Program aims to prepare them for effective participation in an increasingly international academic and healthcare environment.

Courses Offered in 2026-2027

EMLP 203 Professional Voice in Medicine-Advanced Key Skills

Develops advanced spoken English and professional communication skills for medical contexts, with emphasis on clear, confident and appropriate interaction and presentation.

EMLP 205 Advanced Skills in Medical Academic Writing I

Strengthens academic writing skills for medicine, focusing on clear and coherent written expression, organization of medical and scientific texts, and appropriate academic language.

EMLP 207 Turkish for International Students

Develops Turkish language skills for international medical students, supporting everyday and professional communication in academic, social and healthcare-related contexts.

EMLP 209 Medicine-focused English Skills Development

Develops medicine-focused English across listening, reading, writing and speaking, while strengthening healthcare communication, medical role-play, clinical letter writing and test-taking strategies.



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Medical Electives in Social Responsibility

2026 – 2027

MEDICAL ELECTIVES IN SOCIAL RESPONSIBILITY (MESR) PROGRAM

The Medical Electives in Social Responsibility (MESR) Program is designed to strengthen medical students' understanding of the social responsibilities of physicians and their role in promoting the health and well-being of individuals, communities, and society.

The program extends medical education beyond the clinical setting by providing students with opportunities to engage with real-world social, environmental, ethical, and health-related challenges.

Through community-oriented elective courses and projects, students explore how social determinants of health—including education, environment, socioeconomic conditions, culture, and access to healthcare—shape health and health inequalities.

A central feature of the MESR Program is learning through active engagement with communities and stakeholders. Students participate individually or collaboratively in activities that encourage them to identify community needs and resources, develop appropriate responses, and consider the potential outcomes and societal impact of their work. In doing so, the program connects medical education with social accountability and community engagement.

The program also supports the development of competencies that are essential to socially responsible medical practice, including teamwork, communication, leadership, ethical decision-making, empathy, civic responsibility, and health advocacy. By engaging with diverse communities and perspectives, students are encouraged to reflect on the broader responsibilities of the medical profession and their own potential contribution to society.

Through community engagement and socially responsive learning, the MESR Program aims to support the development of physicians who recognize health as both a medical and a societal concern and who are prepared to contribute meaningfully to the communities they serve.

Courses and Projects (2026 - 2027)

MESR-204 **Sustainable Plate: Reducing Carbon and Water Footprint in School and University Cafeterias**

MESR-208 **Social Media Ethics for Medical Students**

MESR-210 **"Healthy Breath" Smoking Awareness and Behavior Change Project**

MESR-212 **Climate & Health Education: Faculty-Supported, Student-Developed Teaching Materials**

MESR-220 **One Health & Animal Welfare**

SCHOOL OF MEDICINE

YEAR IV

CURRICULUM
2026-2027

COURSES

LEARNING

ASSESSMENT

ACIBADEM UNIVERSITY
SCHOOL OF MEDICINE

YEAR IV - CLERKSHIPS

2026-2027 | ACIBADEM UNIVERSITY SCHOOL OF MEDICINE

CODE	CLERKSHIP	DEPARTMENTS	Duration (Weeks)	National Credits	ECTS
MED 401	Internal Medicine	Internal Medicine; Pulmonary Diseases; Infectious Diseases; Radiology	10	17	16
MED 406	Surgery	General Surgery; Anesthesiology and Reanimation; Thoracic Surgery; Plastic, Reconstructive and Aesthetic Surgery; Emergency Medicine; Radiology	6	11	10
MED 4001	Elective for Surgical Sciences	Anesthesiology and Reanimation; Thoracic Surgery; Plastic, Reconstructive and Aesthetic Surgery	2	3	3
MED 403	Pediatrics and Pediatric Surgery	Pediatrics; Pediatric Surgery; Radiology	10	17	15
MED 404	Obstetrics and Gynecology	Obstetrics and Gynecology	6	10	10
MED 405	Cardiovascular Medicine	Cardiology; Cardiovascular Surgery	4	7	6
MED 407	Transition to Clinical Clerkship (TCC)	All Departments	4	6	10
TOTAL			42	71	70



Clerkship Information Form

Clerkship Name	Internal Medicine	MED 401
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Clerkship Type	Compulsory	Credit 17	ECTS 16
Medium of Instruction	English		
Year / Duration	Year IV / 10 weeks		

Clerkship Chairs

Elif ŞENOCAK TAŞCI
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İnan ANAFOROĞLU
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Clerkship Lecturers

Nurdan TÖZÜN
M.D., Prof. Gastroenterology

Sevgi ŞAHİN
M.D., Prof. Nephrology

Başak OYAN ULUÇ
M.D., Prof. Medical Oncology

Arzu TİFTİKÇİ*
M.D., Prof. Gastroenterology

Ülkem ÇAKIR
M.D., Prof. Nephrology

Ant UZAY
M.D., Assoc. Prof. Hematology

Suna YAPALI
M.D., Assoc. Prof. Gastroenterology

İnan ANAFOROĞLU
M.D., Prof. Endocrinology

İbrahim YILDIZ
M.D. Prof. Medical Oncology

Fatih Oğuz ÖNDER
M.D., Prof. Gastroenterology

Özlem ÇELİK*
M.D., Prof. Endocrinology

Mehmet KARAARSLAN
MD. Assist Prof. Romatology

Can GÖNEN
M.D., Assoc. Prof. Gastroenterology

Rüştü SERTER*
M.D., Prof. Endocrinology

Berrin KARADAĞ*
M.D., Prof. Internal Medicine

Murat SARUÇ
M.D., Prof. Gastroenterology

Zeynep GÜRAL
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Serap GENÇER
M.D., Prof. Infectious Diseases

Cem AYGÜN*
M.D., Prof. Gastroenterology

Serap Yücel*
M.D., Assoc. Prof. Radiation Oncology

Hülya KUŞOĞLU
M.D., Assist. Prof. Infectious Diseases

Gürhan ŞİŞMAN
M.D., Prof. Gastroenterology

Özlem ER
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Özge GÜMÜŞAY
M.D., Prof. Medical Oncology

Taner KORKMAZ
M.D., Prof. Medical Oncology

İftihar KÖKSAL
M.D., Prof. Infectious Diseases

Fatoş Pınar TOPSEVER
M.D., Prof. Family Medicine

Özlem SÖNMEZ
M.D., Prof. Medical Oncology

Erkan ACAR
M.D., Assist. Prof. Neurology

Yıldız OKUTURLAR
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Gül BAŞARAN
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Koray GÜVEN
M.D., Prof. Radiology

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Burcu BABAOĞLU KARAN*
MD. Instructor Pulmonary Diseases

Çağlar ÇUHADAROĞLU
Ph.D. Prof. Pulmonary Diseases

Adnan BATMAN
M.D., Assist. Prof. Hematology

Nur Dilek BAKAN
Ph.D. Prof. Pulmonary Diseases

*Assigned Faculty Members

Educational Methods	• Interactive Lectures • Case Discussions • Case Based Learning Sessions • Bedside Teaching and Supervised Clinical Practice • Structured Clinical Skills Training
Clerkship Aim This clerkship aims to prepare medical students to recognize, evaluate, and initiate the management of common internal medicine conditions encountered at the primary care level. It also aims to develop competence in history taking, physical examination, clinical reasoning, appropriate use and interpretation of diagnostic methods, and timely referral when necessary. In addition, the clerkship seeks to foster professional attitudes and behaviours, including effective communication, ethical clinical practice, respect for patients' rights and confidentiality, teamwork, and patient-centred care. General information The Internal Medicine clerkship is an integrated clinical training program that includes the core disciplines of internal medicine in collaboration with related specialties such as Pulmonary Medicine and Infectious Diseases. Conducted over a 10-week rotation, the program combines theoretical instruction with supervised clinical practice, including bedside teaching, ward rounds, outpatient clinic activities, and case-based discussions. The clerkship begins with a one-week introductory period focused on history taking and physical examination skills. The remainder of the program is organized into 5–6-day modules, each dedicated to internal medicine subspecialties or closely related disciplines. Each module consists of 2–3 days of theoretical instruction followed by 3–4 days of supervised clinical practice. Practical training includes ward rounds, bedside teaching, outpatient clinic participation, case discussions, and supervised involvement in daily clinical activities. Depending on the module, students may also attend endoscopy units, tumour boards, and multidisciplinary meetings to enhance interdisciplinary understanding and clinical reasoning skills. Educational activities include interactive lectures, small-group discussions, and case-based learning sessions designed to support the integration of basic and clinical sciences, clinical reasoning, and patient-centred care. Student Responsibilities Students are expected to actively participate in all theoretical and clinical activities throughout the clerkship. They are responsible for engaging in patient care under supervision, including history taking, physical examination, clinical reasoning, and participation in case discussions, while maintaining a professional, ethical, and patient-centred approach at all times. Students are expected to communicate effectively and respectfully with patients, relatives, and members of the healthcare team, and to contribute actively to all learning activities. They should demonstrate responsibility, punctuality, accountability, and respect for patient confidentiality throughout the clerkship. Adherence to the clinical dress code is mandatory. Students must wear a white coat and name badge and maintain professional attire appropriate for the clinical environment. A stethoscope should be available during all bedside teaching sessions and clinical activities. Regular attendance is required for all scheduled educational and clinical activities. Attendance and absenteeism are governed by the provisions of the Acıbadem Mehmet Ali Aydınlar University School of Medicine Undergraduate Medical Education Directive. Failure to meet attendance requirements may result in repetition of the clerkship in accordance with institutional regulations.	

References:

- ✓ Bates' Guide to Physical Examination and History Taking
- ✓ Cecil Textbook of Medicine
- ✓ Harrison's Principles of Internal Medicine,
- ✓ Kumar' Internal Medicine

Accommodation and Communication

Students are encouraged to regularly check their university e-mail accounts and provide up-to-date contact information to ensure timely communication regarding clerkship schedules, announcements, and possible program changes. Updated information may also be accessed through the Medical Education Coordination Office.

Lunch is provided at the hospital staff cafeteria. Information regarding parking arrangements and hospital access procedures will be communicated by the hospital administration when necessary.

For academic or administrative issues related to the Internal Medicine clerkship at Acıbadem Hospitals, students may contact the Medical Director's Office or the Medical Education Coordination Office. Relevant contact information will be provided at the beginning of the clerkship.

Welcome to the Internal Medicine clerkship. We look forward to supporting you in achieving a productive, engaging, and rewarding learning experience.

Clerkship Outcomes

By the end of this clerkship, students will be able to:

1. Obtain a focused medical history and perform a structured physical examination in adult patients presenting with common internal medicine conditions.
2. Formulate differential diagnoses based on clinical findings and interpret relevant laboratory and imaging investigations.
3. Apply clinical reasoning and evidence-based decision-making in the evaluation and management of patients.
4. Select and interpret diagnostic tests in an appropriate and cost-effective manner.
5. Recognize and initiate management of common internal medicine diseases encountered in primary and secondary healthcare settings.
6. Recognize and initiate management of medical emergencies under supervision and identify indications for urgent referral.
7. Apply principles of rational pharmacological treatment and recognize common medication-related adverse effects.
8. Recognize risk factors, apply preventive strategies, and provide patient education for common chronic diseases.
9. Demonstrate effective communication, professionalism, ethical behavior, and teamwork in clinical practice.
10. Recognize indications for consultation, referral, multidisciplinary management, and appropriate patient handover.
11. Recognize and evaluate patients presenting with common respiratory symptoms and initiate management of common pulmonary diseases, including asthma, chronic obstructive pulmonary disease, pneumonia, tuberculosis, pleural diseases, and pulmonary vascular disorders.
12. Assess patients with common renal, fluid, electrolyte, and acid-base disorders and initiate

management of acute and chronic kidney diseases under supervision.

13. Recognize and initiate management of common infectious diseases and infectious disease emergencies, including sepsis and healthcare-associated infections, while applying principles of infection prevention and rational antimicrobial use.
14. Evaluate patients presenting with common gastrointestinal and hepatobiliary symptoms and initiate management of common gastrointestinal, liver, pancreatobiliary, and functional gastrointestinal diseases, including gastrointestinal bleeding and complications of liver disease.
15. Recognize and evaluate common hematological disorders, including anemias, bleeding disorders, thrombotic disorders, and hematological malignancies, and apply basic principles of transfusion medicine.
16. Recognize and initiate management of common endocrine and metabolic diseases, including diabetes mellitus, thyroid, pituitary, parathyroid, adrenal, and metabolic bone disorders, obesity, and endocrine emergencies under supervision.
17. Perform a structured musculoskeletal examination and recognize common rheumatologic, autoinflammatory, autoimmune, and vasculitic diseases, applying appropriate diagnostic and management principles.
18. Recognize common malignancies, outline the basic principles of cancer prevention, screening, diagnosis, and multimodal cancer treatment, recognize common treatment-related complications, and apply principles of supportive and palliative care.
19. Assess cardiovascular risk factors, including hypertension and smoking, and provide preventive counseling and lifestyle recommendations.
20. Recognize common health problems in older adults and apply patient-centered approaches to chronic disease management and continuity of care.

Assessment Methods

- Written Examination (40%)
- Objective Structured Clinical Examination (OSCE) (40%)
- Mini Clinical Evaluation Exercise (Mini-CEX) (10%)
- Midterm Examinations (10%)

Failure to sign in will be interpreted as absence; $\geq 20\%$ absence requires repeating the course

Learning (Performance) Levels (Aligned with UÇEP 2020)		
In the delivery of primary health care, medical graduates;		
A	Emergency Management Level	Should be able to recognize and define an emergency condition, initiate immediate management, and refer to a specialist when necessary
Ön T	Preliminary Diagnosis Level	Should be able to establish a preliminary diagnosis, perform initial management steps, and appropriately refer the patient to a specialist
T	Diagnosis Level	Should be able to establish a diagnosis, demonstrate knowledge of treatment principles, perform initial management, and refer to a specialist when indicated
TT	Diagnosis and Treatment Level	Should be able to independently diagnose and treat the condition
İ	Follow-up Level	Should be able to provide long-term follow-up and ongoing management within primary care settings
K	Preventive Care Level	Should be able to implement preventive care measures, including primary, secondary, and tertiary prevention strategies

Core Diseases / Clinical Problems	Learning Level	Topic	Learning Outcomes
Acid-Base Disorders	A	Management of acid-base disorders	LO12
Hypoglycemia	TT-A-K-i	Diabetes Mellitus: treatment, management of complications and follow -up	LO16
Acute Hepatitis	T-K	Acute liver failure; Current approach to viral hepatitis	LO14
Acute Pancreatitis; Chronic pancreatitis	A	Management of Acute and Chronic Pancreatitis	LO14
Acute Renal Failure	T-A-K	Evaluation of acute kidney disease	LO12
Adrenal Insufficiency	ÖnT-A	Adrenal diseases	LO16
Aplastic Anemia	ÖnT	Approach to a patient with anemia	LO15
Asthma Bronchial	TT-K-A-İ	Asthma Treatment	LO11
Chronic Obstructive Pulmonary Disease	TT-A-K-İ	COPD Treatment and prevention; Obstructive Lung Disease Emergencies	LO11, LO6
Complications of Transfusion	T-A	Indications and complications of blood transfusion	LO15
Diabetes Mellitus and complications	TT-A-K-i	Case Discussion: DM; Diabetes Mellitus: treatment, management of complications and follow -up	LO16
Behçet's Disease	ÖnT	Behçet's Disease/FMF	LO17
Breast Diseases and tumors	ÖnT-K	Breast Cancer: screening, diagnosis, risk factors, principles of therapy	LO18
Bronchiectasis	Ön T-K-İ	Bronchiectasis And Lung Abscess	LO11
Cholecystitis; Cholelithiasis	ÖnT	Management of patients with cholestasis	LO14
Chronic Hepatitis	ÖnT	Current approach to viral hepatitis	LO14
Chronic Renal Failure	T-A-K-İ	Complications of chronic kidney disease; Renal replacement therapies; Treatment goals in diabetic and hypertensive nephropathy	LO12
Liver Cirrhosis	ÖnT-K	Management of complications of liver cirrhosis; Approach to the Patient with Ascites	LO14
Cushing's disease	ÖnT	Pituitary Diseases	LO16
Colorectal cancers	ÖnT-K	Colorectal cancer: screening, diagnosis, risk factors, principles of therapy	LO18
Pneumonia	TT-K	Community Acquired Pneumonia	LO11

Diabetes Insipidus	ÖnT	Pituitary Diseases	LO16
Disease of hypophysis	ÖnT	Pituitary Diseases	LO16
Enteric Fever	A-K	Infectious approach to a patient with fever	LO13
Familial Mediterranean Fever	ÖnT-İ	Behçet's Disease/FMF	LO17
Fluid and Electrolyte Imbalances	T-A-K	Management of fluid and electrolyte disorder	LO12
Gastroenteritis	TT-A-K	Infectious diarrhea	LO13, LO14
Gastroesophageal Reflux	T-K-İ	Management of GERD	LO14
Gastrointestinal Motility Disorders	ÖnT	Approach to the Patient with esophageal motility Disorders	LO14
Gestational Diabetes	T-K-İ	Diabetes and pregnancy	LO16
Urinary System Infections	TT-K	Genitourinary infections	LO13
Goiter	T-K-İ	Thyroid diseases	LO16
Gout disease	ÖnT-K	Spondyloarthropathies	LO17
Hemolytic Anemia	ÖnT	Approach to a patient with anemia	LO15
Bleeding disorders (hemophilia, thrombocytopenia, etc.)	ÖnT-K-İ	Approach to a patient with bleeding disorder	LO15
Henoch-Schoenlein Purpura	T	Vasculitis	LO17
Hepatosteatosis	ÖnT	Drugs, alternative and complimentary medicine and the liver	LO14
Cystic Diseases of the Kidney	ÖnT	Complications of chronic kidney disease	LO12
Hyperparathyroidism	ÖnT	Hyper/hypoparathyroidism/metabolic bone	LO16
Hyperthyroidism	T-A-İ	Thyroid diseases	LO16
Hypoparathyroidism	ÖnT	Hyper/hypoparathyroidism/metabolic bone	LO16
Hypothyroidism	T-A-İ	Thyroid diseases	LO16
Inflammatory Bowel Disease	ÖnT	Clinical approach to patients with inflammatory bowel diseases	LO14
Irritable Bowel Syndrome	ÖnT-K-İ	Management of irritable bowel syndrome	LO14
Leukemia	ÖnT	Hematologic malignancies: Leukemias	LO15
Lung tumors	ÖnT-K	Lung cancer: screening, diagnosis, risk factors, principles of therapy	LO18
Lower Gastrointestinal Bleeding	T-A	Upper and lower GI Bleeding	LO14
Lymphoproliferative Disorders	ÖnT	Hematologic malignancies: Lymphomas	LO15
Megaloblastic Anemia	TT-K-İ	Approach to a patient with anemia	LO15
Myeloproliferative Disease	ÖnT	Hematologic malignancies: Leukemias	LO15
Oncologic emergencies	A	Management of oncologic emergencies	LO18
Peptic disease (ulcer, gastritis)	TT-K-İ	Management of dyspepsia and peptic ulcer disease	LO14
Pheochromocytoma	ÖnT	Adrenal diseases	LO16
Polymyositis/Dermatomyositis	ÖnT	Connective Tissue Diseases	LO17
Raynaud's Disease	ÖnT	Connective Tissue Diseases	LO17
Rheumatoid arthritis	ÖnT	Rheumatoid Arthritis	LO17
Sjogren' Syndrome	ÖnT	Connective Tissue Diseases	LO17
Spondyloarthropathies	ÖnT	Rheumatoid Arthritis	LO17
Systemic lupus eritamotosis	ÖnT	Vasculitis	LO17
Thyroid Tumor	ÖnT	Thyroid diseases	LO16
Thyroiditis	ÖnT	Thyroid diseases	LO16
Tubulointerstitial Diseases	ÖnT	Therapeutic modalities for glomerular and tubulointerstitial diseases;	LO12
Upper Gastrointestinal Bleeding	T-A	Upper and lower GI Bleeding	LO14
Vasculitis	ÖnT	Vasculitis	LO17
Wilson Disease	ÖnT	Acute liver failure	LO4
Obesity	T-K-İ	Obesity	LO16
Geriatric Syndromes	ÖnT-A-K-İ	Problems of Aging: Physiologic and	LO20

		laboratory changes	
Geriatric Syndromes	ÖnT-A-K-İ	Management of chronic disease in elderly	LO20
Sleep Apnea Syndrome	ÖnT	Sleep Apnea Syndromes	
Pneumonia	TT-K	Approach to respiratory tract infections in primary care and in hospital setting	LO13
Tuberculosis	TT-K-İ	Tuberculosis	LO13
Interstitial Lung Disease	ÖnT-K	Interstitial Lung Disease	LO11
Sarcoidosis	ÖnT	Sarcoidosis	LO11
Occupational Lung Disease	ÖnT-K-İ	Occupational Lung Disease	LO11
Pulmonary Hypertension	ÖnT	Pulmonary Vascular Disease	LO11
Lung Cancer	ÖnT-K	Pulmonary and pleural Neoplasm Diagnosis and prevention	LO11
Pleural Diseases	ÖnT	Pleural Effusion Diagnosis	LO2
Osteoporosis	ÖnT-K	Osteoporosis	LO16
Central nervous system infection	A	Infectious diseases emergencies	LO13
Hanta-hemorrhagic fever	T-A-K	Infectious diseases emergencies	LO13
Diphtheria	ÖnT-K		LO13
Tetanus	T-A-K		LO13
Leishmaniasis	Ön T-K		LO13
Influenza	TT-K		LO13
Anthrax	Ön T-K		LO13
Rabies	Ön T-K		LO13
Meningococcal Diseases	A-K		LO13
Moniliasis	TT-K	Approach to Infections of the Immunocompromised Host	LO13
		History taking	LO1
		Examination of Head and Neck	LO1
		Examination of the precordium	LO1
		Examination of pulse and BP	LO1
		Neurologic examination	LO1
		Pulmonary symptoms and Signs	LO1
		Examination of Chest	LO1
		Examination of abdomen	LO1
		Examination of Extremities	LO1
		Gastrointestinal System Radiology	
		Rheumatology mimics	LO1
		Review of history taking and physical examination	LO1
		Clinical approach to the patient with constipation	LO2
		GIS symptoms and signs	LO1
		Approach to the patient with Jaundice	LO2
		Approach to the patient with Diarrhea	LO2
		Approach to a patient with LAP	LO2
		Approach to hirsutism	LO16
		Acute and chronic side effects of radiotherapy	LO18
		Cancer prevention	LO18
		Side effects of cancer therapy	LO18
		Role of radiotherapy in management of multimodal cancer care	LO18
		Epidemiology and etiology of cancer	LO18
		Principles of Cancer Therapy	LO18
		Hospital infections	LO13

		Rationale Use of Antimicrobials	LO13, LO7
		Pulmonary Function Tests	LO4
		Smoking cessation	LO19
		Hypercoagulability and thrombosis	LO15

Levels of Learning for Core Clinical Skills (Aligned with UÇEP 2020)

Learning Level	Description
1	Knows how the procedure is performed and is able to explain its outcomes to the patient and/or their relatives
2	Performs the procedure in emergency situations in accordance with relevant guidelines or protocols
3	Performs the procedure* in common, uncomplicated clinical situations/cases
4	Performs the procedure* in both common and complex clinical situations/cases

**Performs appropriate initial assessment and evaluation, develops and implements a management plan, and informs the patient, relatives, and/or the community about the process and outcomes.*

Core Clinical Skills and Competency Levels (Aligned with UÇEP 2020)

A. History Taking	
To obtain a general and problem-oriented medical history	
B. General and System-Oriented Physical Examination	
To perform abdominal examination	4
To perform dermatological examination	4
To perform digital rectal examination	3
To assess general condition and vital signs	4
To perform cardiovascular system examination	4
To perform musculoskeletal system examination	3
To perform neurological examination	3
To perform mental status examination	3
To perform respiratory system examination	4
C. Documentation, Reporting, and Notification	
To obtain informed consent	4
To prepare discharge summaries	4
To prepare medical reports in accordance with current legislation	3
To prepare and maintain patient records	4
To prepare death certificates	3
To prescribe medications	4
To prepare treatment refusal documentation	4
To report notifiable diseases and conditions	4
D. Laboratory Tests and Related Procedures	
To apply principles of working with biological materials	4
To perform decontamination, disinfection, sterilization, and antisepsis	4
To prepare stool smears perform microscopic examination	3
To evaluate plain radiographs	

To perform and evaluate ECG	3
To demonstrate the ability to perform occult blood testing in stool	4
To measure and interpret blood glucose using a glucometer	4
To perform and evaluate bleeding time test	2
To demonstrate the ability to accurately complete laboratory test requisition forms	4
To demonstrate the ability to collect, handle, and ensure timely transport of laboratory specimens	4
To demonstrate the ability to use microscope	4
To demonstrates the ability to appropriately use a peak flow meter and interpret the results	3
To prepare and evaluate peripheral blood smear	3
To perform and evaluate urinalysis (including microscopy)	3
To demonstrate the ability to appropriately interpret screening and diagnostic test results	3
E. Interventional and Non-Interventional Procedures	
To perform airway management	3
To demonstrate the ability of rational drug use	4
To demonstrates the ability to accurately order laboratory and radiologic test requisition forms	4
To perform arterial blood gas sampling	3
To apply bag-valve-mask ventilation	4
To execute vascular access	3
To demonstrate the ability to perform proper hand hygiene	4
To perform endoscopic procedures	1
To perform endotracheal intubation	3
To demonstrate the ability to obtain biological specimens from patients	3
To demonstrate the ability to ensure safe patient transport	4
To demonstrate the ability to appropriately refer patients	4
To perform first aid to relieve airway obstruction	3
To perform blood pressure measurement	4
To perform blood transfusion	3
To perform tick removal	3
To demonstrate the ability to obtain specimens for culture	3
To apply enema	3
To perform nasogastric tube insertion	3
To perform oxygen therapy and nebulized/inhaled treatments	4
To perform paracentesis	1
To perform thoracentesis	2
To apply and assess PPD test	3
To use and interpret pulse oximetry	4
To demonstrates the ability to maintain and transport materials according to cold chain requirements	4
To evaluate pulmonary function tests	3
To perform proper preparation of medications	3
F. Preventive Medicine and Public Health Practices	
To perform the organization of emergency care	3
To provide immunization counseling	4
To execute immunization services	4

To assess geriatric patients	3
To providing healthcare in extraordinary situations	2
To perform periodic health examinations (including vision, hearing, metabolic screening, immunization of risk groups, and cancer screening)	4
To implement appropriate measures to protect the health and safety of healthcare workers	4
To prevent healthcare-associated infections	3
To demonstrate the ability of Infection control in communal settings	4
To provide health education to community	3
To implement measures for the prevention and control of communicable diseases in the community	3
To identify community health problems using epidemiological methods	3
To identify and assess at-risk groups in the community	3
G. Scientific Research Principles and Applications	
To compile scientific data and summarize them using tables and graphs	3
To analyze scientific data using appropriate methods and interpret results	2
To design a research study using scientific principles and methods	2
To access up-to-date literature and critically appraise it	3
To apply evidence-based medicine principles in clinical decision-making	3
To interpret population health status using health indicators	3
H. Health Promotion	
To provide immunization services (children and adults)	4
To promote exercise and physical activity	4
To provide life-course follow-up and periodic health examinations (pregnancy, childbirth, postpartum, neonatal, childhood, adolescence, adulthood, elderly)	4
To promote healthy nutrition	4

Groups	Dates
A	21.09.2026 - 27.11.2026
B	30.11.2026 - 05.02.2027
C	08.02.2027 - 16.04.2027
D	19.04.2027 - 25.06.2027



Clerkship Name

Surgery

MED 406

Clerkship Type

Compulsory

Medium of Instruction

English

Year / Duration

Year IV / 6 weeks

Credit

11

ECTS

10

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Mert ŞENTÜRK
M.D., Prof. Anesthesiology

Mehtap SELÇUK *
M.D., Assist. Prof. Anesthesiology

Educational Methods	• Interactive Lectures • Case Discussions • Bedside Teaching and Supervised Clinical Practice • Case Based Learning Sessions • Out-Patient Clinic Practice • Operating Room Practice • Simulation Based Learning
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Clerkship Aim
The Surgery clerkship is an integrated clinical training program consisting of General Surgery, Thoracic Surgery, Emergency Medicine, Anesthesiology and Reanimation, and Plastic, Reconstructive and Aesthetic Surgery. The program aims to provide an integrated approach to the assessment and initial management of common surgical conditions and emergencies through supervised clinical practice. Throughout the clerkship, students develop skills in focused history taking, physical examination, clinical reasoning, interpretation of diagnostic investigations, perioperative care, trauma assessment, and the recognition and initial management of surgical emergencies. The clerkship also emphasizes patient safety, infection prevention, effective communication, professionalism, teamwork, ethical practice, timely referral, and evidence-based patient-centered care.
Clerkship Outcomes
<i>By the end of this clerkship, the students will be able to:</i> General Surgery 1. Describe the anatomy and physiology relevant to common surgical conditions. 2. Obtain a focused history and perform a structured physical examination in patients presenting with common surgical symptoms (e.g., abdominal pain, mass, bleeding). 3. Interpret clinical findings and formulate a preliminary differential diagnosis. 4. Select and interpret appropriate laboratory and imaging investigations for common surgical conditions. 5. Recognize acute and life-threatening surgical conditions and initiate appropriate initial management under supervision. 6. Differentiate between benign and malignant, acute and chronic, and emergent and elective surgical conditions. 7. Apply the principles of perioperative care, including preoperative assessment and postoperative monitoring. 8. Perform basic surgical procedural skills in a simulated environment. Thoracic Surgery 9. Assess patients with common thoracic surgical conditions (e.g., thoracic trauma and diaphragmatic hernia) and interpret relevant clinical and radiological findings. 10. Explain the indications and principles of chest tube insertion and assist in the procedure under supervision. 11. Recognize thoracic emergencies and initiate appropriate management and referral. Anesthesiology and Reanimation 12. Explain the principles and clinical indications of general, regional, and local anesthesia.

13. Explain the key pathophysiological mechanisms of critical illness and the principles, indications, and basic concepts of oxygen therapy and mechanical ventilation.
14. Recognize cardiac arrest and apply the principles and key steps of basic and advanced life support according to current resuscitation guidelines.
15. Explain the indications, principles, safe administration, and complications of blood and blood product transfusion.

Plastic, Reconstructive and Aesthetic Surgery

16. Assess burns, wounds, and soft tissue injuries and initiate appropriate management.
17. Explain the principles of wound healing and infection prevention.
18. Recognize craniofacial anomalies, hand injuries, and maxillofacial trauma and initiate appropriate referral.
19. Recognize common skin and soft tissue tumors, including melanoma, and outline initial management and referral.
20. Describe the basic principles of reconstructive surgery, including breast reconstruction.
21. Recognize the clinical presentation of vascular anomalies and lymphedema and formulate an appropriate preliminary diagnosis and referral plan.

Emergency Medicine

22. Recognize and initiate the initial management of cold injuries.
23. Recognize decompression syndrome and identify patients requiring urgent hyperbaric therapy.
24. Recognize and manage heat-related emergencies.
25. Assess and initiate the management of patients with acute poisoning.
26. Recognize crush syndrome and initiate early management.
27. Assess pain using appropriate methods and explain the principles of safe and effective analgesic use.

Assessment Methods

- Structured Oral Examination (35%)
- Written Examination (40%)
- Mini Clinical Evaluation Exercise (Mini-CEX) (5%)
- Case-Based Learning (CBL) Assessment (15%)
- Mid-Term (CASE) (5%)

Failure to sign in will be interpreted as absence; ≥ 20 % absence requires repeating the course

Learning (Performance) Levels (Aligned with UÇEP 2020)

In the delivery of primary health care, medical graduates;

A	Emergency Management Level	Should be able to recognize and define an emergency condition, initiate immediate management, and refer to a specialist when necessary
Ön T	Preliminary Diagnosis Level	Should be able to establish a preliminary diagnosis, perform initial management steps, and appropriately refer the patient to a specialist
T	Diagnosis Level	Should be able to establish a diagnosis, demonstrate knowledge of treatment principles, perform initial management, and refer to a specialist when indicated
TT	Diagnosis and Treatment Level	Should be able to independently diagnose and treat the condition
İ	Follow-up Level	Should be able to provide long-term follow-up and ongoing management within primary care settings
K	Preventive Care Level	Should be able to implement preventive care measures, including primary, secondary, and tertiary prevention strategies

Core Diseases / Clinical Problems	Learning Level	Topic	Learning Outcomes
Abdominal Trauma	A	Management of Complicated Surgical Patient; Initial Approach to the Trauma Patient (ATLS Principles) Adult and Pediatric	LO2, LO3, LO5, LO7
Inguinal and abdominal wall hernias	T-A	Hernia	LO2, LO3, LO6, LO7
Acid/base regulation and disorders	A	Arterial blood gas analysis	LO4, LO12
Acute Abdomen Syndrome*	T-A	Abdominal Pain; Acute Mesenteric Ischemia and Vascular Surgical Emergencies 1-2	LO2, LO3, LO4, LO5
Acute Pancreatitis	A	Approach to Pancreatitis	LO2, LO3, LO4, LO5
Anal Fissure	TT	Benign Anorectal Diseases	LO2, LO3, LO6
Appendicitis	A	Abdominal Pain	LO2, LO3, LO4, LO5
Perianal abscess	T	Benign Anorectal Diseases	LO2, LO3, LO6
Breast diseases and tumors	ÖnT-K	Breast Mass, Radiology (Breast)	LO2, LO3, LO4, LO6
Burns	TT-A	Burns and Management	LO5, LO7, LO16
Cleft Lip and Cleft Palate	T	Pediatric Plastic Surgery	LO18, LO2, LO3
Cholecystitis, Cholangitis	ÖnT	Acute Cholecystitis: Diagnosis and Emergency Management; Approach to Pancreatitis	LO1, LO2, LO3, LO4, LO5
Chronic Pancreatitis	ÖnT-K	Approach to Pancreatitis	LO2, LO3, LO4, LO6
Gastrointestinal System Tumors	ÖnT-K	Malignant Diseases of Pancreas, Malignant Diseases of Upper Gastrointestinal System, Radiology (GIS); Endocrine Surgery, Organ Transplantation	LO2, LO3, LO4, LO6
Cold Injury	A	Cold Injury and Heat Stroke	LO22
Compartment Syndrome	A	Management of Complicated Surgical Patient	LO1, LO2, LO5
Crush Syndrome	T-A-K	Management of Complicated Surgical Patient; Crush Syndrome and Decompression Syndrome	LO3, LO5, LO26
Colorectal cancers	ÖnT-K	Abdominal Pain	LO2, LO3, LO4, LO6

Decompression syndrome	A	Crush Syndrome and Decompression Syndrome	LO23
Diverticular Diseases	ÖnT	Abdominal Pain	LO1, LO2, LO3
Heatstroke	A	Cold Injury and Heat Stroke	LO24
Hemorrhoids*	TT-K	Benign Anorectal Diseases	LO2, LO3, LO6
Inflammatory Bowel Disease	ÖnT	Inflammatory Bowel Diseases	LO2, LO3, LO4, LO6
Ileus*	A	Abdominal Pain	LO1, LO2, LO3, LO4, LO5
Lower GIS Bleeding	T-A	Emergency Assessment and Management of Gastrointestinal Bleeding	LO2, LO3, LO4, LO5
Fluid and Electrolyte Balance Disorders *	T-A-K	Management of Complicated Surgical Patient	LO1, LO3
Peritonitis	A	Abdominal Pain; Perforation of the Gastrointestinal Tract and Peritonitis	LO2, LO3, LO4, LO5
Poisoning	A-K	Poisoning; Approach to Poisoning	LO25
Portal Hypertension	ÖnT	Organ Transplantation	LO1, LO2
Pressure Injuries	TT-K-İ	Wound Healing and Management	LO16, LO17
Shock*	A	Sepsis and Septic Shock Management of Complicated Surgical Patient; Shock and Resuscitation in Surgical Emergencies	LO5, LO14
Sepsis	A	Sepsis and Septic Shock	LO5
Testicular Torsion	A	Acute Scrotum: Testicular Torsion and Fournier's Gangrene	LO2, LO3, LO5
Trauma and injuries	A	Management of Complicated Surgical Patient; Thoracic Trauma;	LO2, LO3, LO5, LO8, LO9, LO10, LO11
Thyroid tumors	ÖnT	Approach to Thyroid Nodules, Endocrine Surgery (excl. Thyroid)	LO1, LO2, LO3, LO4, LO6
Upper GIS Bleeding	T-A	Emergency Assessment and Management of Gastrointestinal Bleeding	LO2, LO3, LO4, LO5
Blood and Products, Transfusion Complications	T-A	Blood transfusion	LO15
Pneumothorax	A	Pneumothorax	LO9, LO10, LO11
Diabetes mellitus and complications	TT-A-K-İ	Wound Healing and Management	LO16, LO17
Lymphedema/Lipedema	ÖnT-K-İ	Reconstructive Microsurgery	LO20, LO21
Vascular malformation/Hemangiomas	ÖnT	Pediatric Plastic Surgery	LO21
		General anesthesia	LO12
		Local & regional anesthesia (nerve blocks; pain)	LO12
		Pathophysiology of Critical Illness	LO13
		Aesthetic Surgery	LO20
		Clinical Examination of the Abdomen in Emergency Department	LO2, LO3
		FAST and Point-of-Care Ultrasound (POCUS) in Surgical Emergencies	LO4, LO5
		Oxygen Therapy	LO13
		Pain-analgesics	LO27
		Advanced life support	LO14
		Basic life support	LO14
		What's different in mechanical ventilation?	LO13

Levels of Learning for Core Clinical Skills (Aligned with UÇEP 2020)	
Learning Level	Description
1	Knows how the procedure is performed and is able to explain its outcomes to the patient and/or their relatives
2	Performs the procedure in emergency situations in accordance with relevant guidelines or protocols
3	Performs the procedure* in common, uncomplicated clinical situations/cases
4	Performs the procedure* in both common and complex clinical situations/cases
*Performs appropriate initial assessment and evaluation, develops and implements a management plan, and informs the patient, relatives, and/or the community about the process and outcomes.	

Core Clinical Skills and Competency Levels (Aligned with UÇEP 2020)	
A. History Taking	
To obtain a general and problem-oriented medical history	4
B. Physical Examination	
To perform abdominal examination	4
To perform digital rectal examination	3
To assess general condition and vital signs	4
To perform breast and axillary examination	3
C. Documentation, reporting and notification	
To obtain informed consent	4
To prepare discharge summaries	4
To prepare medical reports in accordance with current legislation	3
To prepare and maintain patient records	4
To prescribe medications	4
To prepare treatment refusal documentation	4
D. Laboratory Tests and Related Procedures	
To demonstrate the ability to accurately complete laboratory test requisition forms	4
To demonstrate the ability to appropriately interpret screening and diagnostic test results	3
To perform decontamination, disinfection, sterilization, and antisepsis	4
To evaluate plain radiographs	3
To demonstrate the ability to perform occult blood testing in stool	4
E. Interventional and Non-Interventional Procedures	
To perform skin and soft tissue abscesses incision and drainage	3
To demonstrate the ability to control and limit external bleeding	3
To demonstrate the ability to perform proper hand hygiene	4
To perform endoscopic procedures	1
To demonstrate the ability to obtain biological specimens from patients	3
To demonstrate the ability to accurately order laboratory and radiologic test requisition forms	4
To assess patients with multiple trauma	3
To apply enema	3
To perform nasogastric tube insertion	3
To perform oral, rectal, vaginal, and topical medications	3

To provide wound and burn care	3
To perform and remove superficial sutures	4
F. Preventive and Community Medicine Practices	
To demonstrate the ability to teach breast self-examination	4
To prevent healthcare-associated infections	3
G. Principles and Practice of Scientific Research	
To access up-to-date literature and critically appraise it	3
To apply evidence-based medicine principles in clinical decision-making	3
To interpret population health status using health indicators	3

Groups	Dates
A	03.05.2027-11.06.2027
B	22.02.2027 - 02.04.2027
C	30.11.2026-08.01.2027
D	21.09.2026 - 30.10.2026



Clerkship Name	Pediatrics & Pediatric Surgery		MED 403
Clerkship Type	Compulsory	Credit 17	ECTS 15
Medium of Instruction	English		
Year / Duration	Year IV / 10 weeks		

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Melike ERSOY OLBAK*
M.D., Assoc. Prof. Pediatrics

*Assigned Faculty Members

Educational Methods	• Interactive Lectures • Case Based Learning Sessions • Bedside Teaching and Supervised Clinical Practice (Pediatric Wards, Delivery Room, Intensive Care Units and Outpatient Clinics) • Structured Clinical Skills Training (CASE: NRP, CPR, and Virtual Pediatric Patient Assessment) • Literature Review and Presentations
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Clerkship Aim
This clerkship aims to provide students with the knowledge, clinical skills, and professional attitudes required for the assessment and care of children from the neonatal period through adolescence. Students are expected to apply principles of growth and development, preventive and well-childcare, and nutrition; evaluate common pediatric diseases and emergencies through history taking, physical examination, and appropriate use of laboratory and imaging findings; and develop clinical reasoning for diagnosis, differential diagnosis, initial management, treatment, and referral. The clerkship also aims to foster effective communication with children and their families, and professional and ethical practice based on children's rights, patient safety, privacy, and family-centered care.
Clerkship Outcomes
<i>By the end of this clerkship, the students will be able to:</i> 1. Obtain a comprehensive pediatric history and perform a systematic physical examination appropriate to the child's age and developmental stage. 2. Assess growth, development, and pubertal stage using age-appropriate methods and recognize deviations from normal growth and development. 3. Explain and apply the principles of well-childcare, including age-appropriate screening, preventive care, and health promotion. 4. Apply the principles of childhood immunization and demonstrate basic vaccination skills. 5. Explain the principles of breastfeeding and age-appropriate nutrition and feeding from infancy through adolescence and recognize common nutritional disorders. 6. Perform a neonatal physical examination, provide basic newborn care, and recognize high-risk newborns and common neonatal problems and emergencies. 7. Apply the principles and key steps of neonatal and pediatric resuscitation. 8. Recognize and systematically assess an acutely ill child and initiate appropriate management of common pediatric emergencies, including respiratory distress, shock, dehydration, poisoning, and altered consciousness. 9. Evaluate common pediatric symptoms and clinical presentations, including fever, cough, abdominal pain, vomiting, diarrhea, jaundice, lymphadenopathy, rash, syncope, and seizures, and formulate an appropriate differential diagnosis and initial management plan. 10. Evaluate common infectious diseases in children and explain their diagnosis, initial management, prevention, and indications for referral. 11. Evaluate common respiratory and allergic conditions in children and explain their diagnosis, differential diagnosis, initial management, and indications for referral. 12. Evaluate common gastrointestinal and hepatobiliary disorders in children and explain their diagnosis, differential diagnosis, initial management, and indications for referral. 13. Evaluate common hematological and oncological conditions in children, interpret basic

- hematological findings, and recognize hematological and oncological emergencies.
14. Evaluate common renal and urinary disorders and fluid, electrolyte, and acid–base disturbances in children and explain the principles of initial management.
 15. Recognize common endocrine, metabolic, and nutritional disorders in children and explain their clinical presentation, diagnosis, initial management, and indications for referral.
 16. Recognize common cardiovascular and rheumatological disorders in children and explain their clinical presentation, diagnosis, initial management, and indications for referral.
 17. Recognize common neurological and developmental disorders in children, perform an age-appropriate neurological assessment, and identify neurological emergencies requiring immediate intervention or referral.
 18. Recognize common congenital, genetic, and surgical conditions in children and explain the principles of appropriate investigation and referral.
 19. Assess a pediatric trauma patient, recognize life-threatening injuries, and explain the principles of initial stabilization and management.
 20. Recognize signs of child neglect and abuse and demonstrate an appropriate professional approach to safeguarding, clinical management, documentation, and reporting.
 21. Interpret commonly used laboratory and imaging findings in pediatric patients and integrate them with clinical findings in diagnostic and management decisions.
 22. Communicate effectively and compassionately with children, adolescents, families, caregivers, and healthcare team members, adapting communication to the child’s age and developmental level.
 23. Demonstrate professional and ethical behavior in pediatric care, respecting children’s rights, patient safety, privacy and confidentiality, informed decision-making, and family-centered care.

Assessment Methods

- Written Examination (35%)
- Objective Structured Clinical Examination (OSCE) (40%)
- Formative Assessment (10%)
- Mini Clinical Evaluation Exercise (Mini-CEX) (10%)
- Case-Based Learning Assessment (5%)

Failure to sign in will be interpreted as absence; ≥ 20 % absence requires repeating the course

Learning (Performance) Levels (Aligned with UÇEP 2020)

In the delivery of primary health care, medical graduates;

A	Emergency Management Level	Should be able to recognize and define an emergency condition, initiate immediate management, and refer to a specialist when necessary
Ön T	Preliminary Diagnosis Level	Should be able to establish a preliminary diagnosis, perform initial management steps, and appropriately refer the patient to a specialist
T	Diagnosis Level	Should be able to establish a diagnosis, demonstrate knowledge of treatment principles, perform initial management, and refer to a specialist when indicated
TT	Diagnosis and Treatment Level	Should be able to independently diagnose and treat the condition
İ	Follow-up Level	Should be able to provide long-term follow-up and ongoing management within primary care settings
K	Preventive Care Level	Should be able to implement preventive care measures, including primary, secondary, and tertiary prevention strategies

Core Diseases / Clinical Problems	Learning Level	Topic	Learning Outcomes
Neonatal jaundice*	T-K	Neonatal Jaundice	LO6
Neonatal gastrointestinal malformations	A	Neonatal Radiology	LO6, LO18, LO21
Neonatal conjunctivitis	TT-K	First days of life	LO6, LO10
Neonatal seizures	A-K	Neonatal Emergencies	LO6, LO8, LO17
Neonatal metabolic disorders	ÖnT-K	Neonatal Emergencies	LO6, LO15
Necrotizing enterocolitis in the newborn	A	High Risk Newborns	LO6, LO8
Neonatal sepsis and meningitis	A	Neonatal Emergencies	LO6, LO8, LO10
Respiratory distress in the newborn	A	Neonatal Emergencies	LO6, LO8, LO11
Hemorrhagic disease of the newborn	A	Neonatal Emergencies	LO6, LO13
Vitamin K deficiency	A-K	First days of life	LO6, LO13
Infant of a diabetic mother	T-K	First days of life	LO6, LO15
Birth trauma	ÖnT-K	Examination of Newborn	LO6, LO19
Developmental dysplasia of the hip (hip dislocation)	ÖnT-K	First days of life	LO6, LO18
Birth asphyxia	A-K	Neonatal Emergencies	LO6, LO7, LO8
Fetal distress during labor	A-K	Neonatal Resuscitation Program	LO6, LO7
Intrauterine growth restriction	ÖnT-K	High Risk Newborns	LO2, LO6
Polycythemia	T	High Risk Newborns	LO6, LO13
Intrauterine infections	ÖnT-K	High Risk Newborns	LO6, LO10
Blood group incompatibilities*	ÖnT-K	Neonatal Jaundice	LO6, LO13
Prematurity	T-K	High Risk Newborns	LO2, LO6
Intracranial hemorrhage*	A	High Risk Newborns	LO6, LO8, LO17
Genital infections*	TT-K	Adolescent Health	LO10
Mumps	TT-K	Immunization for Children and Adolescent	LO4, LO10
Tetanus	T-A-K	Immunization for Children and Adolescent	LO4, LO8, LO10
Diphtheria	ÖnT-K	Immunization for Children and Adolescent	LO4, LO10
Malnutrition	TT-K-İ	Malnutrition	LO2, LO5, LO15
Vitamin deficiency*	ÖnT-K	Micronutrients	LO5, LO15
Intellectual disability	ÖnT	Motor and Mental Development	LO2, LO17
Head trauma	A	Pediatric Injury and First Aid	LO8, LO19
Foreign body-related problems*	T-A-K	Pediatric Injury and First Aid	LO8, LO19
Sepsis*	A	Shock	LO8, LO10

Cold injury (frostbite)	A	Pediatric Injury and First Aid	LO8, LO19
Dehydration*	TT-A-K	Disorders of Fluid and Electrolyte	LO8, LO14
Acid–base balance disorders*	A	Acid-Base Disorders	LO14
Poisoning	A-K	Toxicology (Case Discussion)	LO8
Cardiopulmonary arrest*	A	Cardiopulmonary Resuscitation in Childhood	LO7
Fluid and electrolyte balance disorders*	T-A-K	Basics of Fluid and Electrolyte	LO14
Shock*	A	Shock	LO8
Respiratory failure*	A	Respiratory Distress	LO8, LO11
Heatstroke	A	Pediatric Injury and First Aid	LO8, LO19
Pneumothorax*	A	Pediatric Trauma	LO8, LO19
Abdominal trauma*	A	Pediatric Trauma	LO8, LO19
Genitourinary system trauma	A	Pediatric Trauma	LO8, LO19
Trauma and injuries	A	Pediatric Trauma	LO8, LO19
Urticaria and angioedema*	TT-A-K	Allergic Skin Disorders	LO11
Allergic reaction*	TT-A	Food Allergy	LO8, LO11
Allergic rhinitis*	TT-K	Atopic March	LO11
Anaphylaxis*	A-K	Anaphylaxis	LO8, LO11
Asthma*	TT-A-K-İ	Atopic March	LO11
Neurocutaneous disorders	ÖnT	Neurological Examination in Children	LO17
Facial paralysis*	T-A	Neurological Examination in Children	LO17
Hypotonic infant	ÖnT	Neurological Examination in Children	LO2, LO17
Cerebral palsy	ÖnT	Semiology in Pediatric Neurology	LO2, LO17
Ataxic disorders	ÖnT	Semiology in Pediatric Neurology	LO17
Hydrocephalus	ÖnT	Semiology in Pediatric Neurology	LO17
Neural tube defects	T-K	Semiology in Pediatric Neurology	LO17, LO18
Muscle diseases (myopathies)	ÖnT	Semiology in Pediatric Neurology	LO17
Iron deficiency anemia*	TT-A-K-İ	Anemia in Childhood	LO13
Megaloblastic anemia	TT-K-İ	Anemia in Childhood	LO13
Aplastic anemia	ÖnT	Anemia in Childhood	LO13
Hemoglobinopathies*	ÖnT-K	Anemia in Childhood	LO13
Hemolytic anemia	ÖnT	Anemia in Childhood	LO13
Immune thrombocytopenic purpura	ÖnT	Disorders of Thrombocytes	LO13
Hemolytic uremic syndrome / thrombotic thrombocytopenic purpura	ÖnT	Disorders of Thrombocytes	LO13, LO14
Bleeding disorders (hemophilia, thrombocytopenia, etc.)	ÖnT-K-İ	Bleeding Disorders	LO13
Leukemias	ÖnT	Leukemia	LO13
Childhood solid tumors	ÖnT	Pediatric Solid Tumors	LO13
Bone tumors	ÖnT	Pediatric Solid Tumors	LO13
Vascular malformation / hemangioma	ÖnT	Pediatric Solid Tumors	LO13
Oncologic emergencies	A	Pediatric Solid Tumors	LO8, LO13
Gastroenteritis*	TT-A-K	Approach to a Child with Vomiting	LO8, LO12, LO14
Peptic diseases (ulcer, gastritis)*	TT-K-İ	Approach to a Child with Vomiting	LO12
Ileus*	A	Approach to a Child with Vomiting	LO8, LO12
Pyloric stenosis	ÖnT	Approach to a Child with Vomiting	LO12, LO18
Intussusception	A	Approach to a Child with Vomiting	LO8, LO12
Food poisoning*	A-K	Approach to a Child with Vomiting	LO8, LO12
Acute abdomen*	A	Acute abdomen	LO8, LO12
Acute pancreatitis	A	Acute abdomen	LO8, LO12
Appendicitis*	A	Acute abdomen	LO8, LO12, LO18
Gastrointestinal parasitic infections*	TT-K	Approach to a Child with Vomiting	LO10, LO12
Malabsorption	ÖnT	Malabsorption	LO12
Inflammatory bowel disease	ÖnT	GIS Bleeding	LO12
Lower gastrointestinal bleeding*	T-A	GIS Bleeding	LO12

Upper gastrointestinal bleeding*	T-A	GIS Bleeding	LO12
Anal fissure*	TT	GIS Bleeding	LO12
Gastroesophageal reflux*	TT-K-İ	Functional GIS Disorder	LO12
Gastrointestinal motility disorders	ÖnT	Functional GIS Disorder	LO12
Irritable bowel syndrome*	ÖnT-K-İ	Functional GIS Disorder	LO12
Functional constipation in children*	TT-K-İ	Functional GIS Disorder	LO12
Wilson disease	ÖnT	Liver and Biliary Disease	LO12, LO15
Acute hepatitis	T-K	Liver and Biliary Disease	LO10, LO12
Chronic hepatitis	ÖnT-K	Liver and Biliary Disease	LO12
Liver cirrhosis	ÖnT-K	Liver and Biliary Disease	LO12
Portal hypertension	ÖnT	Liver and Biliary Disease	LO12
Portal hypertension	ÖnT	Liver and Biliary Disease	LO12
Ascites	T	Liver and Biliary Disease	LO12
Hepatic coma	A	Liver and Biliary Disease	LO8, LO12
Urinary tract infections*	TT-K	Urinary Tract Infections	LO10, LO14
Renal anomalies	ÖnT	Urinary Tract Infections	LO14, LO18
Neurogenic bladder	ÖnT	Enuresis	LO14
Nephrotic syndrome	T	Proteinuria in Children: Evaluation and Related Disorders	LO14
Tubulointerstitial diseases	ÖnT	Proteinuria in Children: Evaluation and Related Disorders	LO14
Acute glomerulonephritis	T-A	Hematuria in Children: Evaluation and Related Disorders	LO14
Chronic glomerulonephritis	ÖnT	Hematuria in Children: Evaluation and Related Disorders	LO14
Acute kidney injury	T-A-K	Pediatric Renal Failure	LO8, LO14
Chronic kidney disease*	T-A-K-İ	Pediatric Renal Failure	LO14
Arthritis*	T	Rheumatologic Diseases of Childhood	LO16
Systemic lupus erythematosus	ÖnT	Rheumatologic Diseases of Childhood	LO16
Henoch–Schönlein purpura	T	Child with Eruption	LO16
Vasculitis	ÖnT	Rheumatologic Diseases of Childhood	LO16
Spondyloarthropathies	ÖnT	Rheumatologic Diseases of Childhood	LO16
Familial Mediterranean fever	ÖnT-İ	Periodic Fever Syndromes	LO16
Essential hypertension*	TT-A-K-İ	Pediatric Hypertension	LO16
Secondary hypertension	ÖnT	Pediatric Hypertension	LO16
Influenza*	TT-K	Approach to a Child with Fever	LO9, LO10
Brucellosis	TT-K	Approach to a Child with Fever	LO9, LO10
Crimean–Congo hemorrhagic fever	T-A-K	Approach to a Child with Fever	LO8, LO9, LO10
Malaria	ÖnT-K	Approach to a Child with Fever	LO9, LO10
Meningococcal diseases	A-K	Approach to a Child with Fever	LO8, LO9, LO10
Central nervous system infections	A	Intracranial Infection	LO8, LO10, LO17
Exanthematous infectious diseases*	TT-K	Child with Eruption	LO9, LO10
Adenoid hypertrophy	ÖnT	Upper and Lower Respiratory Infections	LO11
Bronchiolitis*	T-A	Upper and Lower Respiratory Infections	LO11
Laryngeal obstruction	A	Upper and Lower Respiratory Infections	LO8, LO11
Upper respiratory tract infections*	TT-K	Upper and Lower Respiratory Infections	LO10, LO11
Pneumonia*	TT-K	Upper and Lower Respiratory Infections	LO10, LO11
Bronchiectasis	ÖnT-K-İ	Approach to Child with Cough	LO9, LO11
Pertussis	TT-A-K	Approach to Child with Cough	LO9, LO10, LO11
Cystic fibrosis	ÖnT-K	Cystic Fibrosis	LO11, LO15
Pulmonary tuberculosis*	TT-K-İ	Tuberculosis	LO10, LO11
Extrapulmonary tuberculosis	ÖnT	Tuberculosis	LO10

Obesity*	T-K-İ	Obesity in Children and Adolescents	LO2, LO5, LO15
Metabolic syndrome*	T-K-İ	Obesity in Children and Adolescents	LO15
Dyslipidemia	TT-K-İ	Obesity in Children and Adolescents	LO15
Hepatic steatosis	ÖnT	Obesity in Children and Adolescents	LO12, LO15
Polycystic ovary syndrome	ÖnT	Obesity in Children and Adolescents	LO15
Sleep apnea syndrome	ÖnT	Obesity in Children and Adolescents	LO11, LO15
Cushing disease	ÖnT	Obesity in children and adolescents	
Goiter*	T-K-İ	Pediatric Thyroid Disorders	LO15
Hyperthyroidism	T-A-İ	Pediatric Thyroid Disorders	LO15
Hypothyroidism	TT-İ	Pediatric Thyroid Disorders	LO2, LO15
Congenital hypothyroidism	TT-K-İ	Pediatric Thyroid Disorders	LO2, LO15
Thyroiditis	ÖnT	Pediatric Thyroid Disorders	LO15
Vitamin D deficiency*	TT-K-İ	Rickets	LO2, LO5, LO15
Hypoglycemia*	A	Hypoglycemia in Infancy and Childhood	LO8, LO15
Congenital adrenal hyperplasia	ÖnT	Hypoglycemia in Infancy and Childhood	LO15
Adrenocortical insufficiency	ÖnT-A	Hypoglycemia in Infancy and Childhood	LO8, LO15
Pituitary disorders	ÖnT	Growth and Puberty	LO2, LO15
Hyperparathyroidism	ÖnT	Growth and Puberty	LO15
Hypoparathyroidism	ÖnT	Growth and Puberty	LO15
Congenital adrenal hyperplasia	ÖnT	Hypoglycemia in Infancy and Childhood	LO15
Adrenocortical insufficiency	ÖnT-A	Hypoglycemia in Infancy and Childhood	LO8, LO15
Diabetes insipidus	ÖnT	Pediatric Diabetes	LO15
Diabetes mellitus and its complications*	TT-A-K-İ	Pediatric Diabetes	LO8, LO15
Vasovagal syncope	ÖnT-K	Approach to a Child with Cardiac Symptoms	LO9, LO16
Cardiac arrhythmias*	T-A-İ	Approach to a Child with Cardiac Symptoms	LO8, LO9, LO16
Breath-holding spell	T	Approach to a Child with Cardiac Symptoms	LO9, LO16
Congenital heart diseases	ÖnT	Congenital Heart Disease	LO16, LO18
Acute rheumatic fever	T-K	Acute Rheumatic Fever	LO16
Valvular heart diseases	ÖnT-K	Acute Rheumatic Fever	LO16
Myocarditis/cardiomyopathy	ÖnT	Kawasaki Disease and MIS-C	LO16
Heart failure*	T-A-K-İ	Pediatric Heart Failure	LO8, LO16
Febrile seizure*	TT-A-K	Febrile Seizures and Pediatric Epilepsy	LO8, LO9, LO17
Epilepsy*	ÖnT-A-K-İ	Febrile Seizures and Pediatric Epilepsy	LO17
Raised intracranial pressure syndrome (acute cerebrovascular events)	A	Pediatric Neurological Emergencies	LO8, LO17
Intracranial space-occupying lesions	ÖnT	Pediatric Neurological Emergencies	LO17
Coma	A	Pediatric Neurological Emergencies	LO8, LO17
Guillain-Barré syndrome	ÖnT	Pediatric Neurological Emergencies	LO17
Diaphragmatic hernias	ÖnT	Surgical Problems of Respiratory System	LO11, LO18
Phimosis and paraphimosis	T	Surgical Problems of Newborn	LO18
Hydrocele	T	Surgical Problems of Newborn	LO18
Hypospadias and epispadias	T	Disorders of Sexual Development	LO18
Hypospadias and epispadias	T	Surgical Problems of Newborn	LO18
Congenital gastrointestinal anomalies	A	Congenital Anomalies of Digestive System	LO12, LO18
Inguinal and abdominal wall hernias*	T-A	Inguinal Disorders and Abdominal Wall Defects	LO18
Congenital structural anomalies	T-K	Pediatric Head and Neck Pathologies	LO18
Strabismus	ÖnT	Pediatric Semiology	LO18
Torticollis	T	Pediatric Semiology	LO18
Testicular torsion	A	Pediatric Semiology	LO8, LO18
Primary immunodeficiencies	ÖnT	Primary Immune Deficiencies	LO10

Inborn errors of metabolism	ÖnT-K-İ	Inborn Metabolic Errors	LO15, LO18
Common chromosomal disorders	ÖnT-K	Genetic Testing in Pediatrics	LO18
		Genetic Counselling Pediatrics	LO18, LO22, LO23
		Ethics Rounds	LO22, LO23
		Breastfeeding	LO5
		Nutrition and Feeding in First 2 Years of Life	LO2, LO5
		Schedule of Well-Child Care Visits	LO2, LO3, LO4
		Pediatric Emergency Assessment	LO8
		Approach to Pediatric ER & Virtual Patient Applications	LO8, LO21
		Pediatric History Taking	LO1, LO22
		Hands-on Pedigree Drawing	LO18
		Physical Examination	LO1
		Peripheral Blood Smear in Pediatrics	LO13, LO21
		Smoking	LO3, LO22
		Lymphadenopathy	LO9, LO10, LO13
		Pediatric Radiology	LO21
		Newborn Screening for Inborn Metabolic Errors	LO3, LO6, LO15

Levels of Learning for Core Clinical Skills (Aligned with UÇEP 2020)

Learning Level	Description
1	Knows how the procedure is performed and is able to explain its outcomes to the patient and/or their relatives
2	Performs the procedure in emergency situations in accordance with relevant guidelines or protocols
3	Performs the procedure* in common, uncomplicated clinical situations/cases
4	Performs the procedure* in both common and complex clinical situations/cases

****Performs appropriate initial assessment and evaluation, develops and implements a management plan, and informs the patient, relatives, and/or the community about the process and outcomes.***

Core Clinical Skills and Competency Levels (Aligned with UÇEP 2020)

A. History Taking	
To obtain a general and problem-oriented medical history	4
B. General and System-Oriented Physical Examination	
To assess anthropometric measurements	3
To perform abdominal examination	4
To assess consciousness	4
To perform pediatric and neonatal examination	4
To assess general condition and vital signs	4
To perform cardiovascular system examination	4
To perform musculoskeletal system examination	3
To perform neurological examination	3
To perform mental status examination	3
To perform respiratory system examination	4

C. Documentation, Reporting, and Notification	
To obtain informed consent	4
To prepare discharge summaries	4
To prepare medical reports in accordance with current legislation	3
To prepare and maintain patient records	4
To prescribe medications	4
To prepare treatment refusal documentation	4
To report notifiable diseases and conditions	4
D. Laboratory Tests and Related Procedures	
To apply principles of working with biological materials	4
To evaluate plain radiographs	3
To perform and evaluate ECG	3
To measure and interpret blood glucose using a glucometer	4
To demonstrate the ability to accurately complete laboratory test requisition forms	4
To demonstrate the ability to appropriately interpret screening and diagnostic test results	3
E. Interventional and Non-Interventional Procedures	
To perform airway management	3
To demonstrate the ability of rational drug use	4
To demonstrate the ability to accurately order laboratory and radiologic test requisition forms	4
To apply bag-valve-mask ventilation	4
To demonstrate the ability to manage of epistaxis	2
To demonstrate the ability to assess and monitor growth and development in children using growth charts and Tanner staging	3
To provide postnatal newborn care	3
To demonstrate the ability to perform proper hand hygiene	4
To demonstrate the ability to draw family pedigree	1
To demonstrate the ability to ensure safe patient transport	4
To demonstrate the ability to appropriately refer patients	4
To perform first aid to relieve airway obstruction	3
To perform blood pressure measurement	4
To perform blood transfusion	3
To demonstrate the ability to obtain capillary blood samples	4
To demonstrate the ability to obtain specimens for culture	3
To perform lumbar puncture	1
To perform nasogastric tube insertion	3
To perform oxygen therapy and nebulized/inhaled treatments	4
To perform paracentesis	1
To perform thoracentesis	2
To apply and assess PPD test	3
To use and interpret pulse oximetry	4
To demonstrates the ability to maintain and transport materials according to cold chain requirements	4
To evaluate pulmonary function tests	3
To perform Heel prick blood sampling	4
To perform neonatal resuscitation	2

F. Preventive Medicine and Public Health Practices	
To perform the organization of emergency care	3
To provide immunization counseling	4
To execute immunization services	4
To demonstrate the ability to teach proper breastfeeding techniques	4
To providing healthcare in extraordinary situations	2
To perform periodic health examinations (including vision, hearing, metabolic screening, immunization of risk groups, and cancer screening)	4
To prevent healthcare-associated infections	3
To provide health education to community	3
To implement measures for the prevention and control of communicable diseases in the community	3
To identify and assess at-risk groups in the community	3
G. Scientific Research Principles and Applications	
To analyze scientific data using appropriate methods and interpret results	2
To design a research study using scientific principles and methods	2
To access up-to-date literature and critically appraise it	3
To apply evidence-based medicine principles in clinical decision-making	3
To interpret population health status using health indicators	3
H. Health Promotion	
To provide immunization services (children and adults)	4
To perform infant health monitoring	4
To promote exercise and physical activity	4
To provide life-course follow-up and periodic health examinations (pregnancy, childbirth, postpartum, neonatal, childhood, adolescence, adulthood, elderly)	4
To promote healthy nutrition	4
I. Screening Programs	
To apply developmental hip dysplasia screening program	4
To perform vision screening	4
To apply hearing screening	4
To apply newborn metabolic and endocrine screening	4

Groups	Dates
A	30.11.2026 - 05.02.2027
B	21.09.2026 - 27.11.2026
C	19.04.2027 - 25.06.2027
D	08.02.2027 - 16.04.2027



Clerkship Name

Obstetrics and Gynecology

MED 404

Clerkship Type

Compulsory

Medium of Instruction

English

Year / Duration

Year IV / 6 weeks

Credit

10

ECTS

10

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Özgüç TAKMAZ
M.D., Assoc. Prof.

Cem BATUKAN*
M.D., Prof.

Hale GÖKSEVER ÇELİK
M.D., Prof.

Selin ÖZALTIN
M.D., Assist. Prof.

Turgut AYDIN
M.D., Prof.

Mustafa AKTEKİN
M.D., Prof. Anatomy

Nadiye KÖROĞLU
M.D., Prof.

Emine KARABÜK
M.D., Assist. Prof.

Alp BAYRAMOĞLU
M.D., Prof. Anatomy

Engin ORAL*
M.D., Prof.

*Assigned Faculty Members

Educational Methods	• Interactive Lectures • Case Based Learning Sessions • Bedside Teaching and Supervised Clinical Practice • Structured Clinical Skills Training • Literature review and presentations • Operating Room and Delivery Room Practice
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Clerkship Aim
This clerkship aims to develop students' competence in the assessment and initial management of common obstetric and gynecological conditions through supervised clinical practice, with emphasis on essential procedures, preventive care, patient-centered communication, ethical practice, and evidence-based decision-making.
Clerkship Learning Outcomes
<i>By the end of this clerkship, the students will be able to:</i> 1. Explain the anatomy and physiology of the female reproductive system and relate them to the menstrual cycle and normal pregnancy. 2. Obtain a structured medical history, perform obstetric and gynecological examinations under supervision, and interpret findings in clinical context. 3. Select and interpret appropriate diagnostic tests to establish a preliminary diagnosis. 4. Perform basic clinical procedures including cervicovaginal smear collection and vaginal sampling. 5. Provide antenatal and postpartum care under supervision and interpret clinical findings. 6. Explain the stages and management of normal labor and indications for operative delivery, and assist in vaginal delivery under supervision. 7. Explain the indications and principles of episiotomy and its repair, and perform the procedure in emergency situations under supervision. 8. Recognize normal and pathological conditions in pregnancy and the postpartum period and initiate initial management. 9. Establish a preliminary diagnosis and initiate management for vaginal bleeding across life stages and refer when indicated. 10. Establish a preliminary diagnosis and initiate management of common benign gynecological conditions (e.g., menstrual disorders, PCOS, endometriosis, pelvic pain). 11. Diagnose and initiate management of common gynecological infections and sexually transmitted diseases. 12. Evaluate patients with infertility and establish a preliminary diagnosis and management plan. 13. Recognize urinary incontinence and outline its evaluation and management. 14. Describe perimenopausal and menopausal changes and outline management strategies. 15. Provide counseling on family planning and contraceptive methods. 16. Perform cervical cancer screening and interpret results. 17. Recognize early warning signs of gynecological malignancies and initiate referral. 18. Establish a preliminary diagnosis and initiate management and referral for common non-emergency conditions. 19. Recognize high-risk pregnancies and initiate appropriate referral. 20. Recognize obstetric and gynecological emergencies, initiate immediate management, and coordinate urgent referral. 21. Demonstrate selected obstetric and gynecological examination and procedural skills

(including breast examination, speculum examination, cervical smear collection, and basic obstetric maneuvers) in simulated environment.

Assessment Methods

- Written Examination (50%)
- Structured Oral Examination (40%)
- Case-Based Learning Assessment (10%)

Failure to sign in will be interpreted as absence; ≥ 20 % absence requires repeating the course

Learning (Performance) Levels (Aligned with UÇEP 2020)

In the delivery of primary health care, medical graduates;

A	Emergency Management Level	Should be able to recognize and define an emergency condition, initiate immediate management, and refer to a specialist when necessary
Ön T	Preliminary Diagnosis Level	Should be able to establish a preliminary diagnosis, perform initial management steps, and appropriately refer the patient to a specialist
T	Diagnosis Level	Should be able to establish a diagnosis, demonstrate knowledge of treatment principles, perform initial management, and refer to a specialist when indicated
TT	Diagnosis and Treatment Level	Should be able to independently diagnose and treat the condition
İ	Follow-up Level	Should be able to provide long-term follow-up and ongoing management within primary care settings
K	Preventive Care Level	Should be able to implement preventive care measures, including primary, secondary, and tertiary prevention strategies

Core Diseases / Clinical Problems	Learning Level	Topic	Learning Outcomes
Abnormal labor	A	Abnormal presentation Abnormalities of the placenta and amniotic fluid Premature rupture of membranes	LO8, LO19, LO20
Abortus	A	Abortus & Recurrent Pregnancy Loss	LO8, LO9, LO20
High-Risk Pregnancy	ÖnT-K	Preterm labor and tocolysis Postdates, Intrauterine fetal death, perinatal mortality Multifetal pregnancy Pregnancy and hypertension Antepartum hemorrhage	LO8, LO19, LO20
Uterine tumors	Ön T	Precancerous lesions of the endometrium Endometrial cancer and mesenchymal tumors of the uterus Myomas	LO10, LO17, LO18
Cervical tumors	Ön T-K	Gynecological cancer screening Premalignant lesions of the cervix Cervical cancer	LO16, LO17, LO18
Pelvic pain syndrome	Ön T-İ	Premenstrual syndrome and dysmenorrhea and pelvic pain	LO10, LO18
Ectopic Pregnancy	Ön T	Ectopic pregnancy	LO8, LO9, LO20
Endometriosis	Ön T	Endometriosis	LO10, LO18
Sexually Transmitted Diseases	TT-K-İ	Sexually transmitted disease and genital infection	LO11, LO15
Urogenital system trauma	A	Non obstetrical emergencies during pregnancy	LO8, LO20
Preeclampsia, Eclampsia, HELLP syndrome	T-A-K	Pregnancy and hypertension	LO8, LO19, LO20
Gestational Diabetes	T-K-İ	Diabetes in Pregnancy	LO5, LO8, LO19
Hyperemesis Gravidarum	TT-A	Antenatal care and hyperemesis gravidarum	LO8, LO19
Rh mismatch in pregnancy	ÖnT-K	Rhesus disease	LO5, LO8, LO19
Intrauterine growth retardation	ÖnT-K	Intrauterine growth retardation	LO5, LO19
Intrauterine infections	ÖnT-K	Perinatal infections	LO8, LO19, LO20
Perinatal Asphyxia	A-K	Intrapartum fetal evaluation and perinatal asphyxia	LO6, LO19, LO20
Polycystic Ovary Syndrome	ÖnT	Polycystic ovary syndrome	LO10, LO18
Ovarian tumors	ÖnT	Epithelial tumors of the ovary and tuba Management of adnexal masses	LO17, LO18
Premenstrual Syndrome	ÖnT	Premenstrual syndrome and dysmenorrhea and pelvic pain	LO10, LO18
Sexual Dysfunctions	Ön T	Sexual Development Anomalies	LO2, LO10, LO18
		Clinical gynecologic anatomy	LO1, LO2
		Puberty and Adolescent Gynecology	LO2, LO10, LO14
		Menopause	LO8, LO20
		Postpartum hemorrhage	LO8, LO19
		Pregnancy and systemic diseases	LO10
		Hyperandrogenism	LO9
		Abnormal uterine bleeding	LO5, LO19
		Drug use in Pregnancy and Teratology	LO10
		Amenorrhea	LO17, LO20
		Gestational trophoblastic disease	LO17
		Benign, precancerous lesions and cancer of the vulva and vagina	

		Infertility	LO12
		Contraception	LO15
		Normal and abnormal labor	LO6, LO8, LO20
		Complications of the puerperium	LO8, LO20
		Operative obstetrics and Labor Analgesia	LO6, LO7
		Genital organ prolapsus and genital fistula	LO13
		Female urinary incontinence	LO13

Levels of Learning for Core Clinical Skills (Aligned with UÇEP 2020)	
Learning Level	Description
1	Knows how the procedure is performed and is able to explain its outcomes to the patient and/or their relatives
2	Performs the procedure in emergency situations in accordance with relevant guidelines or protocols
3	Performs the procedure* in common, uncomplicated clinical situations/cases
4	Performs the procedure* in both common and complex clinical situations/cases
<i>*Performs appropriate initial assessment and evaluation, develops and implements a management plan, and informs the patient, relatives, and/or the community about the process and outcomes.</i>	

Core Clinical Skills and Competency Levels (Aligned with UÇEP 2020)	
A. History Taking	
To obtain a general and problem-oriented medical history	4
B. Physical Examination	
To perform pregnancy examination	3
To assess general condition and vital signs	4
To perform gynecological examination	3
C. Documentation, reporting and notification	
To obtain informed consent	4
To prepare discharge summaries	4
To prepare and maintain patient records	4
To prescribe medications	4
To prepare treatment refusal documentation	4
D. Laboratory Tests and Related Procedures	
To prepare vaginal discharge samples	3
E. Interventional and Non-Interventional Procedures	
To provide postpartum maternal care	3
To perform and repair episiotomy	2
To follow up pregnant and postpartum patients	3
To ensure appropriate patient transport	4
To conduct normal spontaneous vaginal delivery	2
To administer oral, rectal, vaginal, and topical medications	3
To obtain vaginal and cervical samples	3
F. Preventive and Community Medicine Practices	
To provide family planning counseling	4

To implement contraceptive methods and follow up users	3
To perform periodic health examinations (including vision, hearing, metabolic screening, immunization of risk groups, and cancer screening)	4
G. Principles and Practice of Scientific Research	
To compile scientific data and summarize them using tables and graphs	3
To analyze scientific data using appropriate methods and interpret results	2
To design a research study using scientific principles and methods	2
To access up-to-date literature and critically appraise it	3
To apply evidence-based medicine principles in clinical decision-making	3
To interpret population health status using health indicators	3
H. Health Promotion	
To provide immunization services (childhood and adult)	4
To promote exercise and physical activity	4
To provide life-course follow-up and periodic health examinations (pregnancy, childbirth, postpartum, neonatal, childhood, adolescence, adulthood, elderly)	4
To provide immunization services (childhood and adult)	4
I. Screening Programs	
To implement premarital screening programs	4

Groups	Dates
A	22.03.2027 -30.04.2027
B	20.05.2027 - 25.06.2027
C	21.09.2026 - 30.10.2026
D	16.11.2026 - 25.12.2026



Clerkship Name	Cardiovascular Medicine	MED 405
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Clerkship Type	Compulsory	Credit 7	ECTS 6
Medium of Instruction	English		
Year / Duration	Year IV / 4weeks		

Clerkship Chairs

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Clerkship Lecturers

Ersin EREK
M.D., Prof. Cardiovascular Surgery

Şahin ŞENAY
M.D., Prof. Cardiovascular Surgery

Mustafa Aytek ŞİMŞEK
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Funda HELVACIOĞLU*
M.D., Instructor Cardiology

Tayyar SARIOĞLU*
M.D., Prof. Cardiovascular Surgery

*Assigned Faculty Members

Educational Methods	• Interactive Lectures • Case Based Learning Sessions • Bedside Teaching and Supervised Clinical Practice • Structured Clinical Skills Training • Supervised Clinical Practice in Outpatient Clinics and the Operating Theatre • Supervised Clinical Practice in Coronary and Cardiovascular Surgery Intensive Care Unit
Clerkship Aim	
The Cardiovascular Medicine clerkship is an integrated clinical training program consisting of Cardiology and Cardiovascular Surgery. The program aims to develop students' competence in the assessment and initial management of common cardiovascular and cardiovascular surgical conditions through supervised clinical practice. Throughout the clerkship, students are expected to develop skills in focused history taking, cardiovascular examination, clinical reasoning, interpretation of electrocardiographic, laboratory, and imaging findings, perioperative assessment, and the recognition of cardiovascular emergencies under supervision. The program also emphasizes patient safety, timely referral, effective communication, professionalism, ethical clinical practice, teamwork, and evidence-based patient-centered care.	
Clerkship Outcomes	
<i>By the end of this clerkship, the students will be able to:</i> 1. Perform a focused cardiovascular history and physical examination. 2. Apply basic cardiovascular anatomy and physiology to clinical practice. 3. Recognize and initiate management of acute coronary syndromes, cardiogenic shock, and other cardiovascular emergencies. 4. Evaluate patients presenting with chest pain and differentiate life-threatening causes. 5. Diagnose and manage hypertension, recognize hypertensive emergencies and end-organ damage, and outline prevention and follow-up strategies. 6. Recognize and manage common cardiac arrhythmias, including atrial fibrillation and emergency arrhythmic conditions, and describe basic principles of thromboembolic risk assessment, anticoagulation, and long-term follow-up. 7. Recognize and initiate management of pulmonary embolism and deep vein thrombosis, and identify preventive strategies for thromboembolic disorders. 8. Recognize pulmonary hypertension and right heart failure and outline etiologies, management, and follow-up principles. 9. Recognize valvular heart diseases, including rheumatic heart disease and infective endocarditis, and describe diagnostic, preventive, and treatment principles. 10. Recognize common pericardial diseases, including cardiac tamponade, as well as common intracardiac masses, and outline the basic diagnostic and therapeutic approaches. 11. Recognize the clinical presentation of heart failure, initiate the initial evaluation and management of acute and chronic heart failure, and describe basic treatment principles. 12. Recognize genetic and secondary causes of hyperlipidemia and outline preventive and therapeutic strategies. 13. Recognize common cardiomyopathies and describe long-term management and sudden cardiac death prevention strategies. 14. Recognize cardiovascular manifestations associated with pregnancy, endocrine and renal disorders, diabetes mellitus, and metabolic syndrome 15. Interpret basic electrocardiographic, laboratory, radiological, and blood gas findings in common cardiovascular conditions. 16. Describe indications, mechanisms, and major adverse effects of commonly used cardiovascular	

medications.

17. Recognize postoperative complications of cardiovascular surgery and initiate appropriate evaluation and referral.
18. Recognize peripheral arterial and venous diseases and outline basic management, prevention, and follow-up principles.
19. Recognize congenital heart diseases and describe indications and timing for intervention.
20. Describe the principles of cardiopulmonary bypass and perioperative cardiovascular care.
21. Recognize acute and chronic aortic diseases and initiate appropriate management and referral.
22. Recognize cardiac and vascular trauma and initiate emergency management and referral.
23. Describe the basic indications, clinical applications, and fundamental interpretation principles of cardiovascular imaging modalities and cardiovascular stress testing, including echocardiography, exercise stress testing, stress imaging modalities, coronary CT angiography, and cardiac MRI.
24. Apply basic principles of cardiovascular disease prevention and cardiac rehabilitation, including smoking cessation, exercise counseling, obesity management, lifestyle modification, and cardiovascular risk reduction.

Assessment Methods

- Written Examination (50%)
- Structured Oral Examination (40%)
- Mini Clinical Evaluation Exercise (Mini-CEX) (10%)

Failure to sign in will be interpreted as absence; ≥ 20 % absence requires repeating the course

Learning (Performance) Levels (Aligned with UÇEP 2020)

In the delivery of primary health care, medical graduates;

A	Emergency Management Level	Should be able to recognize and define an emergency condition, initiate immediate management, and refer to a specialist when necessary
Ön T	Preliminary Diagnosis Level	Should be able to establish a preliminary diagnosis, perform initial management steps, and appropriately refer the patient to a specialist
T	Diagnosis Level	Should be able to establish a diagnosis, demonstrate knowledge of treatment principles, perform initial management, and refer to a specialist when indicated
TT	Diagnosis and Treatment Level	Should be able to independently diagnose and treat the condition
İ	Follow-up Level	Should be able to provide long-term follow-up and ongoing management within primary care settings
K	Preventive Care Level	Should be able to implement preventive care measures, including primary, secondary, and tertiary prevention strategies

Core Diseases / Clinical Problems	Learning Level	Topic	Learning Outcomes
Pulmonary Edema	A	Cardiovascular Emergencies Evaluation and etiology of heart failure Management of acute and chronic heart failure	LO3
Acute Coronary Syndromes	T-A-K	Acute coronary syndromes Cardiovascular Emergencies	LO4, LO24
Endocarditis	Ön T-K	Endocarditis	LO9, LO24
Essential Hypertension	TT-A-K-İ	Hypertension and management	LO5, LO24
Valvular Heart Diseases	Ön T-K	Valvular heart disease Management of valve disease	LO9, LO24
Heart Rhythm Disorders	T-A-İ	Tachyarrhythmias, and Atrial Fibrillation, Sudden Cardiac Death, and Cardiac Device Therapy Bradyarrhythmia and Cardiac Pacing	LO6
Heart Failure	T-A-K-İ	Cardiovascular Emergencies Evaluation and etiology of heart failure Management of acute and chronic heart failure	LO11, LO24
Cardiopulmonary Arrest	A	Cardiovascular Emergencies	LO3, LO22
Congenital Heart Diseases	Ön T	Common congenital heart defects and management	LO19
Chronic Coronary Artery Disease	Ön T-K	Chronic ischemic heart disease	LO3, LO12, LO24
Myocarditis/Cardiomyopathy	Ön T	Cardiomyopathies	LO13
Pericardial Diseases	Ön T	Pericardial diseases, Myocarditis and Cardiovascular Tumors	LO10
Pulmonary Embolism	A-K-İ	Pulmonary hypertension / Pulmonary embolism	LO7, LO24
Pulmonary Hypertension	Ön T	Pulmonary hypertension / Pulmonary embolism	LO8
Peripheral artery diseases	Ön T-A	Peripheral Arterial Disease- Symptoms and diagnosis Peripheral Arterial Disease-Indications and Treatment	LO18
Aortic Aneurysm	Ön T	Acute aortic pathologies	LO21
Aortic Dissection	A	Cardiovascular Emergencies Acute aortic pathologies	LO21, LO3
Deep vein thrombosis	Ön T-K	Peripheral venous disease	LO7, LO18, LO24
Thrombophlebitis	T-K	Peripheral venous disease	LO18, LO24
Varicose veins of extremity/ Venous Insufficiency	Ön T-K	Peripheral venous disease	LO18, LO24
Lymphedema	Ön T-K-İ	Peripheral venous disease	LO18, LO24
		Basic concepts in cardiovascular surgery	LO20
		Basic concepts in cardiovascular surgery intensive care unit	LO17, LO20
		Examination of the cardiovascular system	LO1
		Approach to a patient with chest pain	LO1
		Basic concepts and indications of coronary bypass procedure	LO4
		Indications and outcomes of coronary bypass operation	LO20
		Cardiovascular multimodality imaging and	LO23

		functional stress testing	
		Preventive cardiology, cardiovascular risk reduction, and principles of cardiac rehabilitation	LO24

Levels of Learning for Core Clinical Skills (Aligned with UÇEP 2020)	
Learning Level	Description
1	Knows how the procedure is performed and is able to explain its outcomes to the patient and/or their relatives
2	Performs the procedure in emergency situations in accordance with relevant guidelines or protocols
3	Performs the procedure* in common, uncomplicated clinical situations/cases
4	Performs the procedure* in both common and complex clinical situations/cases
*Performs appropriate initial assessment and evaluation, develops and implements a management plan, and informs the patient, relatives, and/or the community about the process and outcomes.	

Core Clinical Skills and Competency Levels (Aligned with UÇEP 2020)	
A. History Taking	
To obtain a general and problem-oriented medical history	4
B. General and System-Oriented Physical Examination	
To assess general condition and vital signs	4
To perform cardiovascular system examination	4
C. Documentation, Reporting, and Notification	
To obtain informed consent	4
To prepare discharge summaries	4
To prepare and maintain patient records	4
To prescribe medications	4
To prepare treatment refusal documentation	4
D. Laboratory Tests and Related Procedures	
To evaluate plain radiographs	
To perform and evaluate ECG	3
To demonstrate the ability to accurately complete laboratory test requisition forms	4
To demonstrate the ability to appropriately interpret screening and diagnostic test results	3
E. Interventional and Non-Interventional Procedures	
To demonstrates the ability to accurately order laboratory and radiologic test requisition forms	4
To perform defibrillation	4
To perform blood pressure measurement	4
To perform pericardiocentesis	1
To use and interpret pulse oximetry	4
G. Scientific Research Principles and Applications	
To compile scientific data and summarize them using tables and graphs	3
To analyze scientific data using appropriate methods and interpret results	2
To design a research study using scientific principles and methods	2
To access up-to-date literature and critically appraise it	3
To apply evidence-based medicine principles in clinical decision-making	3

To interpret population health status using health indicators	3
H. Health Promotion	
To promote exercise and physical activity	4
To provide life-course follow-up and periodic health examinations (pregnancy, childbirth, postpartum, neonatal, childhood, adolescence, adulthood, elderly)	4
To promote healthy nutrition	4

Groups	Dates
A	22.02.2027 - 19.03.2027
B	19.04.2027 - 14.05.2027
C	02.11.2026 - 27.11.2026
D	28.12.2026 - 22.01.2027

Course Name	Transition to Clinical Clerkship	MED 407
Course Category	Transition to Clinical Clerkship	TCC

Course Type	Compulsory	Credit 6	ECTS 10
Medium of Instruction	English		
Year	Year		

Coordinators	
Demet DİNÇ <i>M.D., Instructor</i>	Dilek KİTAPÇIOĞLU <i>M.D., Assoc.Prof.</i>
Educational Methods	• Lecture • Simulation based Learning • Case based learning • Shadowing in clinical environment

Course Aim

The aim of this course is to facilitate the transition of Year IV students from preclinical education to the clinical clerkship period by preparing them for active participation in authentic clinical tasks and patient care processes. The course is designed to introduce students to the routines, workflow, professional culture, ethical principles, and interprofessional collaboration within clinical settings through a combination of simulation-based training, supervised clinical practice, and shadowing experiences with physicians and nurses in real healthcare environments.

In addition to strengthening fundamental clinical knowledge and skills, the course aims to enhance students' competencies in history taking, physical examination, clinical communication, patient safety, professionalism, infection control, clinical reasoning, documentation, and teamwork, thereby supporting their readiness for clinical clerkships and future professional responsibilities.

Learning Outcomes

By the end of this course, students will be able to:

1. Perform structured history taking and basic general physical examination in simulated and supervised learning environments.
2. Demonstrate basic procedural and clinical skills using task trainers, simulators, and supervised practice sessions.
3. Apply introductory clinical reasoning principles to common clinical problems in case-based and simulation-supported settings.
4. Explain the basic principles of rational prescribing.
5. Demonstrate professional behavior and adapt to professional relationships within healthcare settings.
6. Describe the expectations, responsibilities, and professional roles of medical students during clerkships.
7. Become familiar with hospital systems, patient safety principles, and self-care precautions prior to clinical clerkships.
8. Recognize the importance of interprofessional collaboration in healthcare settings.
9. Recognize commonly used basic imaging modalities in clinical practice.
10. Identify the basic indications and limitations of common imaging techniques.
11. Interpret selected basic normal and abnormal findings in commonly used imaging studies under supervision.

Compulsory Activities During the Transition to Clinical Clerkship (TCC) Program

1. Preparation for Clinical Practice

a) History Taking and Physical Examination

Students will develop and practice fundamental clinical examination skills through simulation-based activities conducted at the Center of Advanced Simulation and Education (CASE).

During this component, students are expected to:

- Perform structured history taking
- Conduct general physical examination systematically on simulated patients.
- Prepare themselves, the patient, and the clinical environment appropriately before examination.
- Measure and interpret vital signs appropriately.
- Demonstrate professional behavior and effective communication with simulated patients, peers, and supervisors.

Training sessions will be conducted with faculty members and peer tutors using simulated patients and standardized clinical scenarios. Attendance at all scheduled sessions is compulsory. Students are expected to wear white coats, bring their stethoscopes, and maintain appropriate professional appearance and personal hygiene throughout the training process.

b) Procedural Skills

Students will develop basic procedural competencies through simulation-based training and peer-assisted learning activities conducted at CASE.

The procedural skills training includes:

- Intravenous (IV), intramuscular (IM), and subcutaneous (SC) injection techniques
- Peripheral IV-line placement
- Urinary catheterization
- Nasogastric tube placement
- Basic airway management
- Auscultation
- ECG recording and patient monitorization

Training will be conducted using task trainers and high-fidelity simulators under the supervision of faculty members and student tutors. Attendance at all scheduled sessions is compulsory. Students are expected to demonstrate professionalism, effective communication, and adherence to infection control principles throughout the activities.

c) Clinical Reasoning and Common Medical Problems

Students will participate in clinical reasoning sessions designed to strengthen analytical thinking and diagnostic approaches.

During these sessions, students will:

- Discuss common clinical presentations and medical problems
- Construct differential diagnoses based on symptoms and clinical findings
- Develop analytical approaches to patient assessment
- Practice clinical reasoning through virtual patient scenarios and case discussions

Sessions will be conducted with faculty members and peer tutors using case-based and interactive educational approaches. Attendance at all scheduled sessions is compulsory.

d) Rational Prescribing

Students will learn the basic principles of rational prescribing in classroom-based sessions supervised by faculty members.

At the end of this component, students are expected to:

- Explain the principles of safe and rational medication prescribing
- Recognize factors affecting patient safety in prescribing practices
- Demonstrate awareness of appropriate drug selection and prescription principles

Attendance at all scheduled sessions is compulsory.

e) Introduction to Basic Imaging Techniques

Students will be introduced to the fundamental principles of commonly used imaging modalities in clinical practice.

At the end of this component, students are expected to:

- Describe the basic principles of imaging methods
- Recognize indications and limitations of common imaging techniques
- Gain introductory experience in interpreting selected imaging examples

Attendance at all scheduled sessions is compulsory.

2. Shadowing Program

The shadowing component is designed to familiarize students with authentic clinical environments, healthcare team dynamics, and professional responsibilities in patient care settings.

During this program, students will shadow faculty members, nurses, and healthcare professionals in Internal Medicine, Pediatrics, Surgery, ER Laboratory Medicine, and Radiology departments at affiliated hospitals including Acıbadem Altunizade, Atakent, and Maslak Hospitals.

Students will attend inpatient and outpatient clinical settings to observe patient management processes, ward rounds, clinical workflow, teamwork, and communication within healthcare environments. Rotations will be organized according to the structured course schedule.

Throughout the shadowing experience, students are expected to:

- Demonstrate professional behavior and effective communication with patients, relatives, and healthcare professionals
- Respect patient confidentiality and ethical principles
- Follow institutional safety and infection control regulations
- Maintain appropriate professional appearance and personal hygiene
- Participate actively and responsibly in all assigned clinical activities

Attendance at all scheduled clinical activities is compulsory.

Training Rotation Program

During the TCC program, each student will participate in structured shadowing experiences including:

- Internal Medicine / Surgery – 1 day
- ER- 1 day
- Nurse / Laboratory / Radiology – 1 day

Educational Methods

The TCC program utilizes multiple student-centered and experiential educational methods, including:

- Simulation-based learning using simulated patients and task trainers
- High-fidelity simulation activities
- Shadowing physicians and nurses in clinical environments
- Case-based learning
- Interactive lectures and discussions

Assessment Methods

Student performance throughout the TCC program will be evaluated using multiple assessment methods.

Assessment components include:

- Active participation and punctual attendance
- Observational assessment and tutor feedback during history taking and physical examination activities
- Procedural skills assessment through OSCE-based evaluation
- Evaluation of professionalism, communication skills, personal care, and teamwork behaviors

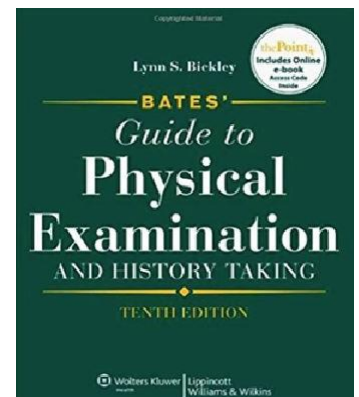
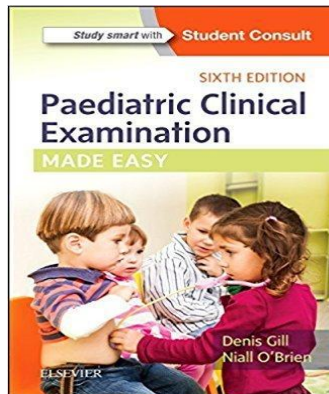
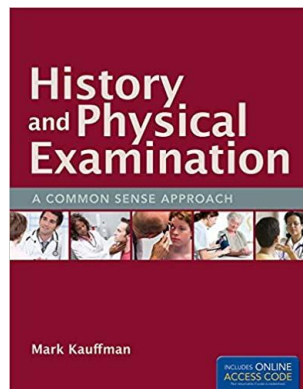
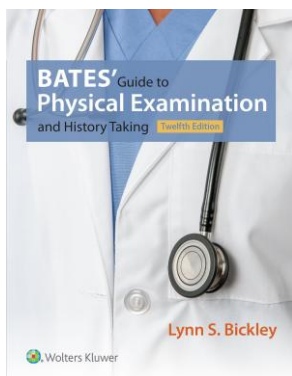
Student Responsibilities

Students are expected to fulfill the following responsibilities throughout the TCC program:

- Comply with hospital rules, patient safety regulations, and institutional policies
- Respect patient confidentiality and ethical principles in all healthcare settings
- Adhere strictly to infection control and hygiene procedures
- Maintain professional appearance, punctuality, and respectful communication
- Submit completed evaluation forms and required documentation to the program coordinators at the end of the program

Faculty members and supervising healthcare professionals will complete structured assessment forms evaluating students' attendance, time management, communication skills, professionalism, and overall performance during the program.

SUGGESTED READINGS



COURSES

SCHOOL OF MEDICINE

YEAR V

CURRICULUM

2026-2027

LEARNING

ASSESSMENT

ACIBADEM UNIVERSITY
SCHOOL OF MEDICINE

YEAR V - CLERKSHIPS

2026-2027 | ACIBADEM UNIVERSITY SCHOOL OF MEDICINE

CODE	CLERKSHIP	DEPARTMENTS	Duration (Weeks)	National Credits	ECTS
MED 501	Neurology	Neurology	4	7	6
MED 502	Neurosurgery	Neurosurgery	3	5	5
MED 503	Psychiatry	Psychiatry	3	5	5
MED 504	Otolaryngology, Head and Neck Surgery	Otolaryngology, Head and Neck Surgery	3	5	5
MED 505	Ophthalmology	Ophthalmology	2	4	3
MED 506	Dermatology	Dermatology	3	5	5
MED 508	Orthopedics & PTR	Orthopedics; Physical Therapy and Rehabilitation	5	8	8
MED 509	Forensic Medicine	Forensic Medicine	2	4	3
MED 511	Urology	Urology	3	5	5
MED 5000	Elective Clerkship-1	All Departments	4	6	6
MED 5001	Elective Clerkship-2	All Departments	6	9	9

TOTAL

38

63

60

Clerkship Name	Neurology	MED 501
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Clerkship Type	Compulsory	Credit	ECTS
Medium of Instruction	English		
Year / Duration	Year V / 4 weeks		
		7	6

Clerkship Chair		
Erkan ACAR <i>M.D., Assist. Prof. Neurology</i> erkan.acar@acibadem.edu.tr		
Clerkship Lecturers		
Murat AKSU <i>M.D., Prof. Neurology</i>	Elif ILGAZ AYDINLAR <i>M.D., Prof. Neurology</i>	Simay ALTAN KARA <i>M.D., Prof. Radiology</i>
Dilaver KAYA <i>M.D., Prof. Neurology</i>	Pınar YALINAY DİKMEN <i>M.D., Prof. Neurology</i>	Mustafa E. TAVŞANLI* <i>M.D., Assoc. Prof. Neurology</i>
Ezgi YAKUPOĞLU* <i>M.D., Assist Prof. Neurology</i>	Erkan ACAR <i>M.D., Assist. Prof. Neurology</i>	Emel UR ÖZÇELİK <i>M.D., Assoc. Prof. Neurology</i>
*Assigned Faculty Members		

Educational Methods	• Interactive Lectures • Case Discussions • Bedside Teaching and Supervised Clinical Practice • Structured Clinical Skills Training • Supervised Clinical Practice in Outpatient Clinics
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Clerkship Aim
This clerkship aims to prepare medical students to recognize, evaluate, and initiate the management of common neurological conditions at the primary care level. It also aims to develop competence in neurological examination, clinical reasoning, appropriate use of diagnostic methods, and timely referral, while fostering professional attitudes including respect for patients' rights and confidentiality.
Clerkship Outcomes
<i>By the end of this clerkship, the students will be able to:</i> 1 Localize neurological lesions based on history and examination findings. 2 Differentiate major etiological categories of neurological disorders. 3 Perform a systematic neurological examination in awake and comatose patients. 4 Distinguish structural and systemic causes of altered consciousness. 5 Recognize and initiate management of neurological emergencies. 6 Recognize and manage acute stroke, and arrange appropriate referral. 7 Recognize and initiate management of seizures and status epilepticus. 8 Recognize and initiate management of central nervous system infections. 9 Evaluate headache, distinguish primary vs secondary causes, identify red flags, and initiate management of common primary headaches. 10 Evaluate seizures, classify seizure types, and identify underlying causes. 11 Assess cerebrovascular risk factors and outline preventive strategies. 12 Recognize peripheral neuropathies and plan initial evaluation and referral. 13 Recognize myopathies and plan initial evaluation. 14 Recognize extrapyramidal disorders and formulate a preliminary diagnosis. 15 Recognize demyelinating disorders and arrange appropriate evaluation and referral. 16 Recognize and evaluate dementia and plan appropriate referral. 17 Select and interpret basic neurological investigations in common clinical scenarios.

Assessment Methods	- Written Examination (35 %) - Structured Oral Examination (50%) A. Neurological Exam 30% B. Case Assessment 20% - Professionalism Assessment (15%) <i>Failure to sign in will be interpreted as absence; ≥ 20 % absence requires repeating the course</i>
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Learning (Performance) Levels (Aligned with UÇEP 2020)		
In the delivery of primary health care, medical graduates;		
A	Emergency Management Level	Should be able to recognize and define an emergency condition, initiate immediate management, and refer to a specialist when necessary
Ön T	Preliminary Diagnosis Level	Should be able to establish a preliminary diagnosis, perform initial management steps, and appropriately refer the patient to a specialist
T	Diagnosis Level	Should be able to establish a diagnosis, demonstrate knowledge of treatment principles, perform initial management, and refer to a specialist when indicated
TT	Diagnosis and Treatment Level	Should be able to independently diagnose and treat the condition
İ	Follow-up Level	Should be able to provide long-term follow-up and ongoing management within primary care settings
K	Preventive Care Level	Should be able to implement preventive care measures, including primary, secondary, and tertiary prevention strategies

Core Diseases / Clinical Problems	Learning Level	Topic	Learning Outcomes
Alzheimer's Disease	Ön T-K-İ	Dementia	LO16
Cognitive Disorders (Dementia)	Ön T-K-İ	Dementia	LO16
Coma	A	Coma and mental alteration Neurological Emergencies Loss of consciousness	LO5, LO4, LO3
Delirium	T-A-K-İ	Neurological Emergencies	LO2, LO4, LO5
Epilepsy	Ön T-A-K-İ	Epilepsy	LO10, LO7
Essential Tremor	Ön T	Extrapyramidal disorders	LO14
Transient ischemic attack	A	Cerebrovascular Disease Neurological Emergencies Cerebrovascular Disorders	LO5, LO11
Tension Headache	TT	Headache	LO9
Migraine	T-A-K-İ		LO9
Stroke	A-K-İ	Stroke Neurological Emergencies Cerebrovascular Disorders	LO5, LO6, LO11
Myopathy	Ön T	Neuromuscular disorders	LO13

Myasthenia Gravis; Cholinergic Crisis	A	Neurological Emergencies	LO5
Central nervous system infections	A	CNS infections	LO5, LO8
Multiple Sclerosis	Ön T	Demyelinating disorders	LO15
Parkinson's Disease	Ön T	Extrapyramidal disorders	LO14
Peripheral Neuropathy	Ön T	Cranial and Peripheral neuropathies	LO12
Guillain-Bare Syndrome	Ön T		LO5, LO12
Sleep Disorders	Ön T	Sleep physiology and disorders	LO2
Spinal Compression Syndrome	Ön T	Spinal Cord Disorders	LO1, LO17
		Neurological examination	LO3
		Diagnostic tools in neurology	LO17
		Neurological complications of systemic disorders	LO2, LO5
		Introduction to Neurological Tests	LO17
		Seizures	LO7, LO10
		Introduction to Neuroradiology	LO17

Levels of Learning for Core Clinical Skills (Aligned with UÇEP 2020)	
Learning Level	Description
1	Knows how the procedure is performed and is able to explain its outcomes to the patient and/or their relatives
2	Performs the procedure in emergency situations in accordance with relevant guidelines or protocols
3	Performs the procedure* in common, uncomplicated clinical situations/cases
4	Performs the procedure* in both common and complex clinical situations/cases
<i>*Performs appropriate initial assessment and evaluation, develops and implements a management plan, and informs the patient, relatives, and/or the community about the process and outcomes.</i>	

Core Clinical Skills and Competency Levels (Aligned with UÇEP 2020)	
A. History Taking	
To obtain a general and problem-oriented medical history	4
To assess mental status	3
B. General and System-Oriented Physical Examination	
To assess consciousness	4
To perform neurological examination	3
To perform mental status examination	3
C. Documentation, reporting and notification	
To obtain informed consent	4
To provide consultation on disability reports	3
To prepare discharge summaries	4
To prepare medical reports in accordance with current legislation	3
To prepare and maintain patient records	4
To prescribe medications	4
To prepare treatment refusal documentation	4
D. Laboratory Tests and Related Procedures	
To demonstrates the ability to accurately complete laboratory test requisition forms	4
To demonstrate the ability to appropriately interpret screening and diagnostic test results	3
E. Interventional and Non-Interventional Procedures	
To demonstrates the ability to accurately order laboratory and radiologic test requisition forms	4
To assess level of consciousness using the Glasgow Coma Scale and AVPU	4
To perform a Mini-Mental State Examination	4
F. Preventive and Community Medicine Practices	
To assess disability	1
H. Health Promotion	
To access up-to-date literature and critically appraise it	3
To apply evidence-based medicine principles in clinical decision-making	3

Groups	Dates
A	02.11.2026 - 27.11.2026
B	08.02.2027 - 05.03.2027
C	15.03.2027 - 09.04.2027
D	14.12.2026 - 08.01.2027
E	24.08.2026 -18.09.2026

 ACIBADEM UNIVERSITY	Clerkship Information Form	
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Clerkship Name	Neurosurgery	MED 502
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Clerkship Type	Compulsory	Credit 5	ECTS 5
Medium of Instruction	English		
Year / Duration	Year V / 3 weeks		

Clerkship Chair	
Baran BOZKURT <i>M.D., Prof. Neurosurgery</i> Baran.bozkurt@acibadem.edu.tr	
Clerkship Lecturers	
M. Memet ÖZEK <i>M.D., Prof. Neurosurgery</i> Koray ÖZDUMAN <i>M.D., Prof. Neurosurgery</i> Simay ALTAN KARA <i>M.D., Prof. Radiology</i>	Baran BOZKURT <i>M.D., Prof. Neurosurgery</i> Bahattin TANRIKULU <i>M.D., Prof. Neurosurgery</i>

Educational Methods	• Interactive Lectures • Student Presentations • Bedside Teaching and Supervised Clinical Practice • Structured Clinical Skills Training • Supervised Clinical Practice in Outpatient Clinics and the Operating Theatre
Clerkship Aim	
This clerkship aims to prepare medical students to recognize, evaluate, and initiate the management of common neurosurgical conditions at the primary care level. It also aims to develop competence in focused neurological assessment, clinical reasoning, interpretation of basic neuroimaging, and timely referral for surgical conditions, while fostering professional attitudes including respect for patients' rights and confidentiality.	
Clerkship Outcomes	
<i>By the end of this clerkship, the students will be able to:</i> 1. Recognize and initiate management of increased intracranial pressure. 2. Recognize and initiate management of intracranial hemorrhages. 3. Assess and stabilize patients with cranial and spinal trauma. 4. Identify and prioritize spinal cord compression requiring urgent intervention. 5. Recognize and evaluate hydrocephalus. 6. Recognize and evaluate intracranial mass lesions. 7. Recognize and refer peripheral nerve disorders requiring surgical evaluation. 8. Evaluate and manage degenerative spinal diseases. 9. Recognize and evaluate congenital cranial and spinal malformations. 10. Recognize and outline follow-up for spinal deformities. 11. Explain indications for common neurosurgical procedures. 12. Interpret cranial and spinal imaging in common clinical scenarios. 13. Apply neuroanatomy knowledge to lesion localization.	

Assessment Methods	• Written Examination (30 %) • Structured Oral Examination (50%) • Mid-Clerkship Assessment (Student Presentations) (20%) <i>Failure to sign in will be interpreted as absence; ≥ 20 % absence requires repeating the course</i>
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Learning (Performance) Levels (Aligned with UÇEP 2020)		
In the delivery of primary health care, medical graduates;		
A	Emergency Management Level	Should be able to recognize and define an emergency condition, initiate immediate management, and refer to a specialist when necessary
Ön T	Preliminary Diagnosis Level	Should be able to establish a preliminary diagnosis, perform initial management steps, and appropriately refer the patient to a specialist
T	Diagnosis Level	Should be able to establish a diagnosis, demonstrate knowledge of treatment principles, perform initial management, and refer to a specialist when indicated
TT	Diagnosis and Treatment Level	Should be able to independently diagnose and treat the condition
İ	Follow-up Level	Should be able to provide long-term follow-up and ongoing management within primary care settings
K	Preventive Care Level	Should be able to implement preventive care measures, including primary, secondary, and tertiary prevention strategies

Core Diseases / Clinical Problems	Learning Level	Topic	Learning Outcomes
Raised intracranial pressure and cerebrovascular diseases	A	Raised intracranial pressure and pseudotumor cerebri	LO1
Hydrocephalus	Ön T	Hydrocephalus Spasticity surgery	LO5, LO11
Peripheral Neuropathy	Ön T	Peripheral nerve surgery	LO7
Intracranial Hemorrhages	A	Intracranial vascular diseases and subarachnoid hemorrhage	LO2
Spinal Trauma	A	Spinal trauma	LO3
Intracranial Lesions	Ön T	Brain tumors	LO6
Spinal Deformities	T-K	Spinal dysraphism and encephaloceles	LO10
Spinal Cord Compression Syndrome	Ön T	Spinal cord compression syndrome and syringomyelia	LO4
Cranial Trauma	A	Cranial trauma and complications	LO3
Herniated Disc	T-K	Degenerative spinal diseases	LO8
Congenital Malformations	T-K	Craniosynostoses Chiari malformations and craniovertebral junction anomalies	LO9
Neural tube defects	T-K	Spinal dysraphism and encephaloceles	LO9
		Neuroanatomy, Radiology of cranial and spinal trauma, Radiology of CNS tumors	LO12, LO13

	Spinal tumors and vascular lesions	LO6, LO12
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Levels of Learning for Core Clinical Skills (Aligned with UÇEP 2020)	
Learning Level	Description
1	Knows how the procedure is performed and is able to explain its outcomes to the patient and/or their relatives
2	Performs the procedure in emergency situations in accordance with relevant guidelines or protocols
3	Performs the procedure* in common, uncomplicated clinical situations/cases
4	Performs the procedure* in both common and complex clinical situations/cases
<i>*Performs appropriate initial assessment and evaluation, develops and implements a management plan, and informs the patient, relatives, and/or the community about the process and outcomes.</i>	

Core Clinical Skills and Competency Levels (Aligned with UÇEP 2020)	
A. History Taking	
To obtain a general and problem-oriented medical history	4
To assess mental status	3
B. General and System-Oriented Physical Examination	
To assess consciousness	4
To perform neurological examination	3
To perform mental status examination	3
C. Documentation, reporting and notification	
To obtain informed consent	
To prepare discharge summaries	4
To prepare medical reports in accordance with current legislation	3
To prepare and maintain patient records	4
To prescribe medications	4
To prepare treatment refusal documentation	4
D. Laboratory Tests and Related Procedures	
To demonstrates the ability to accurately complete laboratory test requisition forms	4
To demonstrate the ability to appropriately interpret screening and diagnostic test results	3
E. Interventional and Non-Interventional Procedures	
To demonstrates the ability to accurately order laboratory and radiologic test requisition forms	4
To assess level of consciousness using the Glasgow Coma Scale and AVPU	4
To perform lumbar puncture	1
To apply a cervical collar	4
H. Health Promotion	
To access up-to-date literature and critically appraise it	3
To apply evidence-based medicine principles in clinical decision-making	3

Groups	Dates
A	30.11.2026-18.12.2026
B	15.03.2027-02.04.2027
C	12.04.2027-30.04.2027
D	08.02.2027-26.02.2027
E	21.09.2026-09.10.2026

 ACIBADEM UNIVERSITY	Clerkship Information Form	
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Clerkship Name	Psychiatry	MED 503
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Clerkship Type	Compulsory	Credit 5	ECTS 5
Medium of Instruction	English		
Year / Duration	Year V / 3 weeks		

Clerkship Chairs		
Ürün ÖZER AĞIRBAŞ <i>M.D., Assoc. Prof. Psychiatry</i> urun.ozer@acibadem.com	Burcu YAVUZ <i>M.D., Prof. Psychiatry</i> burcu.yavuz@acibadem.edu.tr	
Clerkship Lecturers		
Burcu YAVUZ <i>M.D., Assoc. Prof. Psychiatry</i>	Ceren Meriç ÖZGÜNDÜZ <i>M.D., Assist. Prof. Psychiatry</i>	Betül MAZLUM <i>M.D., Assoc. Prof. Child and Adolescent Psychiatry</i>
Ürün ÖZER AĞIRBAŞ <i>M.D., Assoc. Prof. Psychiatry</i>	Barış SANCAK <i>M.D., Assist. Prof. Psychiatry</i>	Güneş SAYAN CAN, <i>MD., Assist. Prof. Psychiatry</i>

Educational Methods	• Interactive lectures • Case Based Learning Sessions • Literature presentations and discussions
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Clerkship Aim
This clerkship aims to prepare medical students to recognize, evaluate, and initiate the management of common psychiatric disorders at the primary care level. It also aims to develop competence in psychiatric history taking, mental status examination, clinical reasoning, and the assessment of psychiatric emergencies, while enhancing the ability to identify the relationship between psychiatric and medical conditions and to perform differential diagnosis, and fostering professional attitudes including respect for patients' rights and confidentiality.
Clerkship Outcomes
<i>By the end of this clerkship, the students will be able to:</i> 1. Obtain a psychiatric history and perform a mental status examination. 2. Recognize common psychiatric symptoms and use appropriate terminology. 3. Classify major psychopharmacological drug groups and describe their basic use. 4. Recognize and formulate preliminary diagnoses for common psychiatric disorders. 5. Develop differential diagnoses for common psychiatric presentations. 6. Outline initial management approaches for common psychiatric conditions. 7. Recognize and manage psychiatric emergencies at a primary care level. 8. Recognize psychotic, mood, and anxiety disorders and describe their core features. 9. Recognize obsessive-compulsive, trauma-related, and substance use disorders. 10. Distinguish somatic symptom and dissociative disorders from medical conditions. 11. Describe eating disorders, personality disorders, and sexual dysfunctions. 12. Recognize common psychiatric disorders in children and adolescents. 13. Explain the principles of consultation-liaison psychiatry. 14. Describe basic psychotherapeutic approaches and psychological testing. 15. Demonstrate professional and ethical behavior in psychiatric practice. 16. Access and interpret basic psychiatric literature.

Assessment Methods	- Written Examination (40 %) - Structured Oral Examination (40%) - Student Case Presentations (10%) - Case-Based Learning Assessment (10%) <i>Failure to sign in will be interpreted as absence; ≥ 20 % absence requires repeating the course</i>
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Learning (Performance) Levels (Aligned with UÇEP 2020)

In the delivery of primary health care, medical graduates;

A	Emergency Management Level	Should be able to recognize and define an emergency condition, initiate immediate management, and refer to a specialist when necessary
Ön T	Preliminary Diagnosis Level	Should be able to establish a preliminary diagnosis, perform initial management steps, and appropriately refer the patient to a specialist
T	Diagnosis Level	Should be able to establish a diagnosis, demonstrate knowledge of treatment principles, perform initial management, and refer to a specialist when indicated
TT	Diagnosis and Treatment Level	Should be able to independently diagnose and treat the condition
i	Follow-up Level	Should be able to provide long-term follow-up and ongoing management within primary care settings
K	Preventive Care Level	Should be able to implement preventive care measures, including primary, secondary, and tertiary prevention strategies

Core Diseases / Clinical Problems	Learning Level	Topic	Learning Outcomes
Attention Deficit Hyperactivity Disorder	Ön T	Child and Adolescent Psychiatry Attention Deficit Hyperactivity Disorder	LO12
Disruptive, Impulse Control and Conduct Disorders	Ön T	Personality Disorders	LO12
Learning Difficulty	Ön T	Child and Adolescent Psychiatry Learning Disorders	LO12
Tic Disorders	Ön T	Child and Adolescent Psychiatry Tic Disorders	LO12
Mental Retardation, Intellectual disability	Ön T	Child and Adolescent Psychiatry Learning Disorders	LO12
Schizophrenia and other Psychotic Disorders	Ön T-A-K	Schizophrenia, Other Psychotic Disorders	LO4, LO8
Depression	T-K-İ	Mood Disorders	LO4, LO8
Bipolar Disorders	Ön T-A-K-İ	Mood Disorders	LO4, LO8
Cognitive Disorders (Dementia)	Ön T-K-İ	Psychiatric Consultation	LO4, LO8
Delirium	T-A-K-İ	Psychiatric Consultation	LO4, LO8
Agoraphobia	Ön T	Anxiety Disorders	LO8
Panic Disorder	Ön T	Anxiety Disorders	LO8
Social Anxiety Disorder	Ön T	Anxiety Disorders	LO8
Somatization/Conversion	Ön T	Somatoform and Dissociative Disorders	LO10
Dissociative Disorder	Ön T	Somatoform and Dissociative Disorders	LO10
Obsessive- Compulsive Disorder	Ön T	Obsessive Compulsive Spectrum Disorders	LO9

Personality Disorders	Ön T	Personality Disorders	LO11
Autism	Ön T	Child and Adolescent Psychiatry Autism Spectrum Disorders	LO12
Communication Disorders, Social Communication Disorder; Language Disorder, Stuttering, Speech Sound Disorder	Ön T	Child and Adolescent Psychiatry Speech and Communication Disorders	LO12
Developmental Language Disorder	Ön T	Child and Adolescent Psychiatry Speech and Communication Disorders	LO12
Alcoholism and Drug Addiction	Ön T-K	Alcohol and Substance Related Disorders	LO9, LO11
Eating Disorders	Ön T	Eating Disorders	LO11
Sexual Impairment Disorders	Ön T	Sexual Identity and Sexual Dysfunctions	LO11
Acute & Post Traumatic Stress Disorder	Ön T-A	Trauma and Stressor Related Disorders	LO9, LO7
Generalized Anxiety Disorder	Ön T	Anxiety Disorders	LO8
		Psychopharmacology	LO3, LO6
		Introduction to Psychoanalytic Theories	LO14
		Psychiatric Emergencies	LO7
		Psychiatric Consultation	LO13
		Forensic Psychiatry	LO15
		Psychiatric Interview: History Taking, Mental State Examination	LO1

Levels of Learning for Core Clinical Skills (Aligned with UÇEP 2020)	
Learning Level	Description
1	Knows how the procedure is performed and is able to explain its outcomes to the patient and/or their relatives
2	Performs the procedure in emergency situations in accordance with relevant guidelines or protocols
3	Performs the procedure* in common, uncomplicated clinical situations/cases
4	Performs the procedure* in both common and complex clinical situations/cases
<i>*Performs appropriate initial assessment and evaluation, develops and implements a management plan, and informs the patient, relatives, and/or the community about the process and outcomes.</i>	

Core Clinical Skills and Competency Levels (Aligned with UÇEP 2020)	
A. History Taking	
To obtain a general and problem-oriented medical history	4
To assess mental status	3
To obtain a psychiatric history	3
B. General and System-Oriented Physical Examination	
To assess consciousness	4
To perform mental status examination	3
C. Documentation, reporting and notification	
To obtain informed consent	4
To provide consultation on disability reports	3
To prepare discharge summaries	4

To prepare medical reports in accordance with current legislation	3
To prepare and maintain patient records	4
To prescribe medications	4
To prepare treatment refusal documentation	4
D. Laboratory Tests and Related Procedures	
To demonstrates the ability to accurately complete laboratory test requisition forms	4
To demonstrate the ability to appropriately interpret screening and diagnostic test results	3
E. Interventional and Non-Interventional Procedures	
To demonstrate the ability to stabilize the emergent psychiatric patient	3
To demonstrate the ability to accurately order laboratory and radiologic test requisition forms	4
To demonstrate the ability to manage suicide attempts	2
To perform a Mini-Mental State Examination	3
F. Preventive and Community Medicine Practices	
To assess geriatric patients	3
To assess disability	1
G. Scientific Research Principles and Applications	
To access up-to-date literature and critically appraise it	3
To apply evidence-based medicine principles in clinical decision-making	3

Groups	Dates
A	01.03.2027-19.03.2027
B	05.04.2027-22.04.2027
C	02.11.2026-20.11.2026
D	12.10.2026-30.10.2026
E	07.12.2026-25.12.2026



Clerkship Name	Otolaryngology - Head and Neck Surgery	MED 504
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Clerkship Type	Compulsory	Credit	ECTS
Medium of Instruction	English	5	5
Year / Duration	Year V / 3 weeks		

Clerkship Chairs

Alper ÖZDİLEK
M.D., Assist Prof. Otolaryngology - Head and Neck Surgery
alper.ozdilek@acibadem.edu.tr

Sibel Yıldırım MORAL
M.D., Assoc. Prof. Otolaryngology- Head and Neck Surgery
sibel.yildirim@acibadem.edu.tr

Clerkship Lecturers

Ahmet KOÇ*
M.D., Prof.

Deniz Tuna EDİZER
M.D., Prof.

Alper ÖZDİLEK
M.D., Assist Prof.

Sibel YILDIRIM
M.D., Assoc. Prof.

Elif Ayanoğlu AKSOY*
M.D., Prof.

*Assigned Faculty Members

Educational Methods	• Interactive lectures • Case Discussions • Bedside teaching and supervised clinical practice • Structured clinical skills training • Supervised Clinical Practice in Outpatient Clinics and the Operating Theatre
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Clerkship Aim
This clerkship aims to prepare medical students to recognize, evaluate, and initiate the management of common ear, nose, and throat disorders at the primary care level. It also aims to develop competence in focused head and neck examination, clinical reasoning, interpretation of basic diagnostic findings, and timely referral for conditions requiring specialist care, while fostering professional attitudes including respect for patients' rights and confidentiality.
Clerkship Outcomes
By the end of this clerkship, the students will be able to: 1. Describe basic head and neck anatomy relevant to common ENT conditions. 2. Perform a basic otorhinolaryngological examination. 3. Identify and interpret the symptoms and physical findings of common ENT conditions. 4. Diagnose and initiate management of common infections. 5. Recognize and initiate management of ENT emergencies. 6. Differentiate common causes of hearing loss and vertigo. 7. Identify facial nerve paralysis and outline its initial management. 8. Recognize maxillofacial trauma and outline initial management. 9. Identify obstructive sleep apnea syndrome and describe its evaluation. 10. Identify clinical features of head and neck cancers and interpret red flag signs. 11. Differentiate benign and malignant ENT conditions. 12. Describe the indications and basic interpretation of common audiological and vestibular tests used in the evaluation of hearing and balance disorders.

Assessment Methods	• Written Examination (40 %) • Structured Oral Examination (40%) • Performance Assessment (ENT and head–neck examination) (20%) <i>Failure to sign in will be interpreted as absence; ≥ 20 % absence requires repeating the course</i>
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Learning (Performance) Levels (Aligned with UÇEP 2020)		
In the delivery of primary health care, medical graduates;		
A	Emergency Management Level	Should be able to recognize and define an emergency condition, initiate immediate management, and refer to a specialist when necessary
Ön T	Preliminary Diagnosis Level	Should be able to establish a preliminary diagnosis, perform initial management steps, and appropriately refer the patient to a specialist
T	Diagnosis Level	Should be able to establish a diagnosis, demonstrate knowledge of treatment principles, perform initial management, and refer to a specialist when indicated
TT	Diagnosis and Treatment Level	Should be able to independently diagnose and treat the condition
i	Follow-up Level	Should be able to provide long-term follow-up and ongoing management within primary care settings
K	Preventive Care Level	Should be able to implement preventive care measures, including primary, secondary, and tertiary prevention strategies

Core Diseases / Clinical Problems	Learning Level	Topic	Learning Outcomes
Nasal Septal Deviation	Ön T	Nasal obstruction	LO1, LO2, LO3
Allergic Rhinitis	TT-K	Nasal obstruction	LO1, LO2, LO3, LO4
Upper Respiratory Tract Infections	TT-K	Nasal obstruction	LO1, LO2, LO4
Stomatitis	TT	Sore Throat	LO1, LO2, LO3
Vestibular Neuritis	Ön T	Vertigo and Dizziness	LO1, LO2, LO6
Meniere's Disease	Ön T	Hearing Loss	LO1, LO2, LO3, LO6
Benign paroxysmal positional vertigo	TT	Vertigo and Dizziness	LO1, LO2, LO6
Otitis Externa	TT-K	Inflammatory and infective diseases of ear; Otagia	LO1, LO2, LO3, LO4
Otitis Media; Perforated Ear Drum	TT-K; T	Inflammatory and infective diseases of ear; Otagia	LO1, LO2, LO3, LO4
Otosclerosis	Ön T	Hearing Loss	LO1, LO2, LO3, LO6
Facial paresis/paralysis	T-A	Facial Paralysis Facial Plastic Surgery	LO1, LO2, LO7
Obstructive Sleep Apnea Syndrome	Ön T	Snoring and OSA	LO1, LO2, LO3, LO9

Adenoid Hypertrophy	Ön T	Nasal obstruction	LO1, LO2, LO3
Laryngeal Obstruction	A	Dyspnea	LO3, LO5
Trauma	A	Maxillofacial trauma	LO1, LO2, LO8
Foreign Bodies in the ear, nose, and airway	T-A-K	Hearing Loss (Ear), Nasal obstruction (Nose)	LO1, LO2, LO3, LO5
		Hoarseness	LO3, LO10
		Neck Masses	LO10, LO11
		Facial pain and Rhinorrhea	LO3
		Dysphagia	LO3, LO10
		Head and Neck Cancer	LO10, LO11
		Epistaxis	LO3, LO5
		ENT Examination	LO1, LO2
		Audiology and vestibular examination	LO12

Levels of Learning for Core Clinical Skills (Aligned with UÇEP 2020)

Learning Level	Description
1	Knows how the procedure is performed and is able to explain its outcomes to the patient and/or their relatives
2	Performs the procedure in emergency situations in accordance with relevant guidelines or protocols
3	Performs the procedure* in common, uncomplicated clinical situations/cases
4	Performs the procedure* in both common and complex clinical situations/cases

**Performs appropriate initial assessment and evaluation, develops and implements a management plan, and informs the patient, relatives, and/or the community about the process and outcomes.*

Core Clinical Skills and Competency Levels (Aligned with UÇEP 2020)

A. History Taking	
To obtain a general and problem-oriented medical history	4
B. General and System-Oriented Physical Examination	
To perform ENT and head-neck examination	3
C. Documentation, reporting and notification	
To obtain informed consent	4
To prepare discharge summaries	4
To prepare medical reports in accordance with current legislation	3
To prepare and maintain patient records	4
To prescribe medications	4
To prepare treatment refusal documentation	4
D. Laboratory Tests and Related Procedures	
To demonstrate the ability to accurately complete laboratory test requisition forms	4
To demonstrate the ability to appropriately interpret screening and diagnostic test results	3
E. Interventional and Non-Interventional Procedures	
To demonstrate the ability to accurately order laboratory and radiologic test requisition forms	4
To perform Rinne and Weber tests	3
To perform the Dix-Hallpike test and Epley maneuver	3

To demonstrate the ability to manage of epistaxis	2
I. Screening Programs	
To apply hearing screening	4

Groups	Dates
A	12.04.2027-30.04.2027
B	21.09.2026-09.10.2026
C	12.10.2026-.30.10.2026
D	02.11.2026-20.11.2026
E	15.03.2027-02.04.2027

 ACIBADEM UNIVERSITY	Clerkship Information Form	
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Clerkship Name	Ophthalmology	MED 505
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Clerkship Type	Compulsory	Credit 4	ECTS 3
Medium of Instruction	English		
Year / Duration	Year V / 2 weeks		

Clerkship Chair		
A. Ebru BAHADIR <i>M.D., Assoc Prof. Ophthalmology</i> ebru.kilavuzoglu@acibadem.edu.tr		
Clerkship Lecturers		
C. Banu COŞAR <i>M.D., Prof., Ophthalmology</i> Berna ÖZKAN <i>M.D., Prof. Ophthalmology</i> Sebahat Nacar Doğan <i>M.D., Assoc Prof. Radiology</i> Selen KANAR* <i>M.D., Assoc Prof. Ophthalmology</i>	Muhsin ERASLAN <i>M.D., Prof. Ophthalmology</i> Semra AKKAYA TURHAN <i>M.D., Prof. Ophthalmology</i> Özge Begüm COMBA* <i>M.D., Assoc Prof. Ophthalmology</i>	A. Ebru BAHADIR <i>M.D., Assoc Prof. Ophthalmology</i> Emre SÜBAY* <i>MD., Instructor, Ophthalmology</i>
*Assigned Faculty Members		

Educational Methods	• Interactive lectures • Case based learning sessions • Simulation based learning • Supervised Clinical Practice in Outpatient Clinics, Laser Room and the Operating Theatre
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Clerkship Aims
This clerkship aims to provide students with fundamental knowledge and clinical skills required to recognize, evaluate, and initiate the management of common ophthalmic conditions at the primary care level. It also aims to develop competence in basic eye examination, clinical reasoning, appropriate use of diagnostic methods, and timely referral, while promoting professional and ethical practice.
Clerkship Outcomes
<i>By the end of this clerkship, the students will be able to:</i> 1. Describe the basic anatomy and physiology of the eye 2. Perform a comprehensive basic eye examination: ○ Visual acuity ○ Pupillary reflexes ○ Extraocular movements ○ Confrontation visual field ○ Slit-lamp examination (basic level) ○ Tonometry (screening level) ○ Direct ophthalmoscopy 3. Recognize and differentiate causes of red eye including conjunctivitis, keratitis, and uveitis and initiate appropriate management for uncomplicated cases. 4. Recognize and manage ocular surface diseases: ○ Dry eye disease ○ Blepharitis / Meibomian gland dysfunction 5. Identify refractive errors and outline correction methods 6. Recognize and initiate management/referral for: ○ Cataract ○ Glaucoma 7. Identify common eyelid disorders and nasolacrimal system conditions and outline their management. 8. Recognize neuro-ophthalmological conditions such as optic neuritis, common retinal diseases including diabetic retinopathy, age-related macular degeneration, retinal detachment, and initiate appropriate referral. 9. Recognize strabismus and amblyopia and determine referral 10. Recognize and manage ocular trauma and emergencies 11. Interpret basic ophthalmic diagnostic tests 12. Identify patients requiring urgent vs routine referral 13. Demonstrate selected ophthalmic examination skills using simulation-based training under supervision.

Assessment Methods	• Written Examination (50 %) • Structured Oral Examination (30%) • Case-Based Learning Assessment (8%) • Clinical and Simulation Based Performance Assessment (12%) <i>Failure to sign in will be interpreted as absence; ≥ 20 % absence requires repeating the course</i>
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Learning (Performance) Levels (Aligned with UÇEP 2020)

In the delivery of primary health care, medical graduates;

A	Emergency Management Level	Should be able to recognize and define an emergency condition, initiate immediate management, and refer to a specialist when necessary
Ön T	Preliminary Diagnosis Level	Should be able to establish a preliminary diagnosis, perform initial management steps, and appropriately refer the patient to a specialist
T	Diagnosis Level	Should be able to establish a diagnosis, demonstrate knowledge of treatment principles, perform initial management, and refer to a specialist when indicated
TT	Diagnosis and Treatment Level	Should be able to independently diagnose and treat the condition
i	Follow-up Level	Should be able to provide long-term follow-up and ongoing management within primary care settings
K	Preventive Care Level	Should be able to implement preventive care measures, including primary, secondary, and tertiary prevention strategies

Core Diseases / Clinical Problems	Learning Level	Topic	Learning Objective
Uveitis	Ön T	Uveitis	LO3, LO11
Cataract	Ön T	Lens	LO6, LO11
Refractive disorders	Ön T	Refraction	LO5
Ophthalmic trauma	A-K	Ocular Trauma	LO10, LO11, LO12
Strabismus	Ön T	Strabismus	LO9
Conjunctivitis	TT-K	Conjunctiva, Sclera and Episclera	LO1, LO3
Keratitis	Ön T	Cornea	LO1, LO3, LO11
Glaucoma	Ön T	Glaucoma	LO6, LO11
Neonatal conjunctivitis	TT-K	Conjunctiva, Sclera and Episclera	LO1, LO3, LO11
Nasolacrimal duct obstruction	Ön T	Lacrimal Drainage System	LO1, LO7
Optic neuritis	Ön T	Neuroophthalmology	LO8, LO11

		Introduction, Anatomy and physiology of the eye	LO1
		Orbita	LO1, LO3, LO4, LO11
		Eyelid	LO1, LO7
		Retinal Detachment	LO8
		Retinal Diseases (Diabetic retinopathy, age related macular degeneration)	LO8
		Ophthalmic Radiology	LO11
		Ophthalmic examination skills in simulated environment	LO13

Levels of Learning for Core Clinical Skills (Aligned with UÇEP 2020)

Learning Level	Description
1	Knows how the procedure is performed and is able to explain its outcomes to the patient and/or their relatives
2	Performs the procedure in emergency situations in accordance with relevant guidelines or protocols
3	Performs the procedure* in common, uncomplicated clinical situations/cases
4	Performs the procedure* in both common and complex clinical situations/cases
*Performs appropriate initial assessment and evaluation, develops and implements a management plan, and informs the patient, relatives, and/or the community about the process and outcomes.	

Core Clinical Skills and Competency Levels (Aligned with UÇEP 2020)

A. History Taking	
To obtain a general and problem-oriented medical history	4
B. General and System-Oriented Physical Examination	
To perform fundoscopic examination	2
To perform ophthalmologic examination	3
C. Documentation, reporting and notification	
To obtain informed consent	4
To prepare discharge summaries	4
To prepare medical reports in accordance with current legislation	3
To prepare and maintain patient records	4
To prescribe medications	4
To prepare treatment refusal documentation	4
D. Laboratory Tests and Related Procedures	
To demonstrate the ability to accurately complete laboratory test requisition forms	4
To demonstrate the ability to appropriately interpret screening and diagnostic test results	3
E. Interventional and Non-Interventional Procedures	
To demonstrate the ability to accurately order laboratory and radiologic test requisition forms	4
I. Screening Programs	

To perform vision screening	4
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Group	Dates
A	29.03.2027-09.04.2027
B	23.11.2026-04.12.2026
C	14.12.2026-25.12.2026
D	28.09.2026-09.10.2026
E	28.12.2026-08.01.2027



Clerkship Name	Dermatology	MED 506
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Clerkship Type	Compulsory	Credit 5	ECTS 5
Medium of Instruction	English		
Year / Duration	Year V / 3 weeks		

Clerkship Chair

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Clerkship Lecturers

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M.D., Prof.

Özgür TİMURKAYNAK
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Deniz DEMİRCİOĞLU
M.D., Assist. Prof.

Gonca SARAÇ ÖZTÜRK
M.D., Assist. Prof.

Ceyda ÇAYTEMEL
M.D., Assist. Prof.

Andaç SALMAN
M.D., Prof.

Özlem Apti SENGKIOUN
M.D., Assist. Prof.

Dilek BIYIK ÖZKAYA*
M.D., Prof.

*Assigned Faculty Members

Educational Methods	• Interactive lectures • Case Discussions • Case based learning sessions • Supervised Clinical Practice in Outpatient Clinics
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Clerkship Aim
This clerkship aims to equip students with the fundamental knowledge and clinical skills required to recognize, evaluate, and initiate the management of common dermatological conditions at the primary care level. It also aims to develop competence in dermatological examination, interpretation of clinical findings, and appropriate use of diagnostic methods, as well as timely referral. Furthermore, the clerkship promotes professional and ethical practice, including respect for patients' rights and confidentiality.
Clerkship Outcomes
<i>By the end of this clerkship, the students will be able to:</i> 1. Describe dermatological terminology and use it to accurately characterize skin lesions. 2. Classify primary and secondary skin lesions and recognize common morphological patterns such as annular, dermatomal, and linear. 3. Obtain a focused dermatological history and perform a basic examination of the skin, hair, nails, and mucosa. 4. Recognize and manage common inflammatory skin diseases such as dermatitis, acne, and psoriasis at the primary care level. 5. Differentiate and manage common infectious skin diseases including bacterial, viral, fungal, and parasitic infections. 6. Apply the principles of topical and basic systemic dermatological treatments safely, including emollients, topical corticosteroids, and antipruritic therapies. 7. Identify common benign and malignant skin tumors and determine indications for biopsy and referral. 8. Recognize and prioritize potentially life-threatening dermatological conditions such as severe drug reactions, toxic epidermal necrolysis, and autoimmune bullous diseases, and initiate urgent management and referral. 9. Explain the indications and basic principles of common dermatological diagnostic procedures such as KOH examination, skin scraping, and biopsy. 10. Recognize and interpret cutaneous manifestations of systemic diseases. 11. Determine appropriate referral pathways, including urgent and routine referral, for dermatological conditions.

Assessment Methods	• Structured Oral Examination (80%) • Case-Based Learning Assessment (10%) • Clinical assessment (Descriptions and discussion of relevant cases. 10%) <i>Failure to sign in will be interpreted as absence; ≥ 20 % absence requires repeating the course.</i>
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Learning (Performance) Levels (Aligned with UÇEP 2020)		
In the delivery of primary health care, medical graduates;		
A	Emergency Management Level	Should be able to recognize and define an emergency condition, initiate immediate management, and refer to a specialist when necessary
Ön T	Preliminary Diagnosis Level	Should be able to establish a preliminary diagnosis, perform initial management steps, and appropriately refer the patient to a specialist
T	Diagnosis Level	Should be able to establish a diagnosis, demonstrate knowledge of treatment principles, perform initial management, and refer to a specialist when indicated
TT	Diagnosis and Treatment Level	Should be able to independently diagnose and treat the condition
İ	Follow-up Level	Should be able to provide long-term follow-up and ongoing management within primary care settings
K	Preventive Care Level	Should be able to implement preventive care measures, including primary, secondary, and tertiary prevention strategies

Core Diseases / Clinical Problems	Learning Level	Topic	Learning Objective
Acne vulgaris and rosacea	TT-İ	Acne Vulgaris & Rosacea	LO4, LO6
Alopecia	Ön T	Vitiligo & Alopecia Areata	LO2, LO4
Behcet's disease	Ön T	Behcet's disease	LO10, LO11
Bullous Diseases	Ön T	Autoimmune bullous diseases	LO8, LO11
Skin Cancer	Ön T-K	Non-melanoma skin cancers; Melanocytic Nevi & Benign Skin Tumors; Malignant melanoma	LO7, LO11
Skin and soft tissue infections and abscesses	TT-K	Viral Infections of the Skin; Bacterial Infections of the Skin	LO5
Parasitic skin diseases	TT-K	Parasitic Infestations of the Skin	LO5
Dermatitis (Atopic, Seborrheic, Contact, Diaper)	TT-K-İ	Seborrheic Dermatitis; Atopic Dermatitis; Contact Dermatitis	LO4, LO6

Psoriasis, lichen planus and pityriasis rose	T	Psoriasis; Lichen Planus & Pityriasis rosea	LO4
Reactive Dermatoses (erythema multiforme, erythema nodosum)	T	Erythema Multiforme	LO8, LO11
Anthrax	Ön T-K	Differential Diagnosis Differential Diagnosis of Genital Lesions	LO5, LO11
Vitiligo	T	Vitiligo & Alopecia Areata	LO2, LO4
Urticaria- Angioedema	TT-A-K	Urticaria and Angioedema	LO4, LO8
Moniliasis	TT-K	Fungal Infections of the Skin	LO5
Drug reactions	T-A-K-İ	Drug reactions	LO8, LO11
Sexually Transmitted Infections	TT-K-İ	Syphilis and Other Sexually Transmitted Disorders	LO5, LO11
		Cutaneous and oral examination	LO3
		Diagnostic methods in Dermatology	LO9
		Dermatologic Surgery	LO9, LO7
		Laser Surgery	LO9
		Cutaneous signs of systemic diseases	LO10
		Principles of topical treatment	LO6, LO8

Levels of Learning for Core Clinical Skills (Aligned with UÇEP 2020)

Learning Level	Description
1	Knows how the procedure is performed and is able to explain its outcomes to the patient and/or their relatives
2	Performs the procedure in emergency situations in accordance with relevant guidelines or protocols
3	Performs the procedure* in common, uncomplicated clinical situations/cases
4	Performs the procedure* in both common and complex clinical situations/cases
*Performs appropriate initial assessment and evaluation, develops and implements a management plan, and informs the patient, relatives, and/or the community about the process and outcomes.	

Core Clinical Skills and Competency Levels (Aligned with UÇEP 2020)	
A. History Taking	
To obtain a general and problem-oriented medical history	4
B. General and System-Oriented Physical Examination	
To perform dermatological examination	4
C. Documentation, reporting and notification	
To obtain informed consent	4
To prepare medical reports in accordance with current legislation	3
To prepare and maintain patient records	4
To prescribe medications	4
To prepare treatment refusal documentation	4
D. Laboratory Tests and Related Procedures	
To demonstrate the ability to accurately complete laboratory test requisition forms	4
To demonstrate the ability to appropriately interpret screening and diagnostic test results	3
E. Interventional and Non-Interventional Procedures	
To demonstrate the ability to accurately order laboratory and radiologic test requisition forms	4
To demonstrate the ability to obtain biological specimens from patients	3
To perform oral, rectal, vaginal, and topical medications	3

Group	Dates
A	21.12.2026-08.01.2027
B	12.10.2026-30.10.2026
C	23.11.2026-11.12.2026
D	15.03.2027-02.04.2027
E	08.02.2027-26.02.2027



Clerkship Name	Orthopedics and Traumatology, Physical Medicine and Rehabilitation	MED 508
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Clerkship Type	Compulsory	Credit	ECTS
Medium of Instruction	English	8	8
Year / Duration	Year V / 5 weeks		

Clerkship Chairs

Tekin Kerem ÜLKÜ
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Clerkship Lecturers

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Arel GERELİ
M.D., Prof.
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Korhan ÖZKAN
M.D., Prof.
Orthopedics and Traumatology

Ercan KARAARSLAN
M.D., Prof. Radiology

Göksel DİKMEN
M.D., Prof.
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Serkan SÜRÜCÜ
M.D., Assoc. Prof.
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Fatih DİKİCİ
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Vahit Emre ÖZDEN
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Barış KOCAOĞLU
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Şule ARSLAN
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Emrullah HAYTA
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Physical Medicine and Rehabilitation

Salih MARANGOZ
M.D., Prof.
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Gökhan KARADEMİR
M.D., Assoc. Prof.
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M.D., Assist. Prof.
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İbrahim TUNCAY
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M.D., Instructor
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Altuğ YÜCEKUL
M.D., Instructor
Orthopedics and Traumatology

Yiğit Umut CIRDİ
M.D., Assist. Prof.
Orthopedics and Traumatology

Educational Methods	• Interactive Lectures • Case Discussions • Case Based Learning Sessions • Simulation Based Learning • Direct Observation with Structured Feedback (Mini-CEX) • Supervised Clinical Practice in Outpatient Clinics, and the Operating Theatre
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Clerkship Aim
This clerkship aims to equip students with the fundamental knowledge and clinical skills required to recognize, evaluate, initiate the management of common musculoskeletal disorders and trauma, and appropriately refer patients, when necessary, at the primary care level. It also aims to develop competence in basic musculoskeletal examination, clinical reasoning, appropriate use of diagnostic methods, and the principles of rehabilitation, physical therapy, and prevention.
Clerkship Outcomes
<i>By the end of this clerkship, the students will be able to:</i> Orthopedics and Traumatology 1. Perform a basic musculoskeletal system examination and identify common abnormalities. 2. Obtain a focused history and evaluate patients presenting with musculoskeletal trauma and acute conditions. 3. Recognize and classify musculoskeletal injuries, including fractures, dislocations, and soft tissue injuries and identify preventive strategies. 4. Apply basic principles of initial trauma management, including splinting, immobilization, safe patient transfer and injury prevention measures. 5. Identify and explain common complications of fractures and dislocations and outline preventive approaches. 6. Select appropriate imaging modalities and interpret basic radiographic findings. 7. Formulate a basic differential diagnosis by integrating clinical and radiological findings. 8. Recognize common orthopedic conditions such as developmental hip dysplasia, spinal deformities, and congenital disorders. 9. Recognize clinical features suggestive of musculoskeletal tumors and determine appropriate referral pathways. 10. Identify musculoskeletal infections and outline their diagnostic and initial management principles.

11. Determine which patients require urgent or routine referral to specialized care.
12. Diagnose common degenerative joint diseases and summarize their basic treatment options.

Physical Medicine and Rehabilitation

13. Obtain a focused history and perform a physical examination for patients with musculoskeletal pain, including neck and low back pain.
14. Describe the classification and assessment of pain and apply basic principles of pain management and prevention strategies.
15. Recognize and manage common conditions such as osteoarthritis and mechanical low back pain at the primary care level and advise on preventive measures.
16. Differentiate inflammatory and degenerative musculoskeletal disorders.
17. Identify common causes of common pain syndromes and outline their management principles.
18. Explain the role of rehabilitation and identify appropriate rehabilitation approaches for different patient groups.
19. Explain the principles, indications, and contraindications of common physical therapy modalities.
20. Recognize and manage metabolic bone diseases such as osteoporosis and vitamin D deficiency and recommend preventive strategies.
21. Recognize common inflammatory musculoskeletal disorders and outline their diagnostic features.
22. Determine appropriate referral pathways for patients requiring advanced care or rehabilitation services.

Assessment Methods	
	• Mini-CEX (Clinical Performance Assessment) (10%) • Case-Based Learning (CBL) Assessment (20%) • Objective Structured Clinical Examination (OSCE) (30%) • Structured Oral Examination (40%) <i>Failure to sign in will be interpreted as absence; ≥ 20 % absence requires repeating the course</i>

Learning (Performance) Levels (Aligned with UÇEP 2020)

In the delivery of primary health care, medical graduates;

A	Emergency Management Level	Should be able to recognize and define an emergency condition, initiate immediate management, and refer to a specialist when necessary
Ön T	Preliminary Diagnosis Level	Should be able to establish a preliminary diagnosis, perform initial management steps, and appropriately refer the patient to a specialist
T	Diagnosis Level	Should be able to establish a diagnosis, demonstrate knowledge of treatment principles, perform initial management, and refer to a specialist when indicated
TT	Diagnosis and Treatment Level	Should be able to independently diagnose and treat the condition
İ	Follow-up Level	Should be able to provide long-term follow-up and ongoing management within primary care settings
K	Preventive Care Level	Should be able to implement preventive care measures, including primary, secondary, and tertiary prevention strategies

Core Diseases / Clinical Problems	Learning Level	Topic	Learning Objective
Dislocation	T-A-K	Traumatic injuries of the extremities; Sports Traumatology;	LO3, LO4, LO5, LO11
Osteoarthritis	TT-K-İ	Inflammatory and degenerative joint disorders; Common Pain Syndromes; Chronic Pain; Effects of Immobility and Exercise	LO12, LO15, LO16, LO18
Trauma and injuries	A	Sports Traumatology; Surgical treatment of cartilage injuries - nonarthroplasty and arthroplasty	LO2, LO3, LO4, LO7
Bone tumors	Ön T	Bone tumors	LO9, LO11
Cerebral Palsy	Ön T	DDH, Club foot and neuromuscular d.; Concepts of Rehabilitation and Physical Therapy Modalities	LO8, LO18, LO22
Tenosynovitis	TT	Entrapment Neuropathies, Tendon and Nerve Trauma	LO7, LO16
Extremity trauma/ fractures	T-A	Basics of Adult and Pediatric Fractures; Traumatic injuries of the extremities; Entrapment Neuropathies, Tendon and Nerve Trauma	LO2, LO3, LO4, LO5, LO7, LO11

Skin and soft tissue infections/ abscesses	TT-K	Infections of the bone and soft tissues	LO10, LO11
Spinal Trauma	A	Pelvic and Spinal Trauma	LO3, LO4, LO11
Deformities of the spine	T-K	Spinal Deformities	LO8, LO11
Developmental Hip Dysplasia	Ön T-K	DDH, Club foot and neuromuscular d.	LO8, LO11
Fibromyalgia	T	Common Pain Syndromes Chronic Pain; Effects of Immobility and Exercise	LO14, LO17, LO18
Mechanical low back pain	TT-K	Back Pain; Low-back Pain; Effects of Immobility and Exercise	LO13, LO14, LO15, LO18
Rheumatoid arthritis; Polymyalgia Rheumatica	Ön T	Inflammatory and Degenerative Joint Disorders; Approach to neck pain	LO16, LO21
Spondyloarthropathies	Ön T	Inflammatory and Degenerative Joint Disorders; Approach to neck pain	LO16, LO21
Arthritis	T	Inflammatory and degenerative joint disorders	LO16, LO21
Osteoporosis; Vitamin D deficiency	Ön T; TT-K-İ	Osteoporosis and metabolic bone diseases; Effects of Immobility and Exercise	LO18, LO20
		Soft Tissue Tumors	LO9, LO11
		Basics in musculoskeletal imaging, Musculoskeletal Radiology	LO6, LO7
		Physical Examination of Musculoskeletal System	LO1
		CASE: Physical Examination of Musculoskeletal System	LO1, LO2
		CASE: Radiology	LO6, LO7
		CASE: Fixation techniques	LO4, LO5
		CASE: Amputate Transfer	LO4, LO11
		Concepts of Rehabilitation and Physical Therapy Modalities	LO18, LO19, LO22

Levels of Learning for Core Clinical Skills (Aligned with UÇEP 2020)	
Learning Level	Description
1	Knows how the procedure is performed and is able to explain its outcomes to the patient and/or their relatives
2	Performs the procedure in emergency situations in accordance with relevant guidelines or protocols
3	Performs the procedure* in common, uncomplicated clinical situations/cases
4	Performs the procedure* in both common and complex clinical situations/cases
*Performs appropriate initial assessment and evaluation, develops and implements a management plan, and informs the patient, relatives, and/or the community about the process and outcomes.	

Core Clinical Skills and Competency Levels (Aligned with UÇEP 2020)	
A. History Taking	
To obtain a general and problem-oriented medical history	4
B. General and System-Oriented Physical Examination	
To perform musculoskeletal system examination	3
C. Documentation, reporting and notification	
To obtain informed consent	
To provide consultation on disability reports	3
To prepare discharge summaries	4
To prepare medical reports in accordance with current legislation	3
To prepare and maintain patient records	4
To prescribe medications	4
To prepare treatment refusal documentation	4
D. Laboratory Tests and Related Procedures	
To demonstrates the ability to accurately complete laboratory test requisition forms	4
To demonstrate the ability to appropriately interpret screening and diagnostic test results	3
To evaluate plain radiographs	3
E. Interventional and Non-Interventional Procedures	
To demonstrates the ability to accurately order laboratory and radiologic test requisition forms	4
To demonstrate the ability to perform splint preparation and application	3
To execute bandaging and tourniquet application	4
To assess patients with multiple trauma	3
To apply a cervical collar	4
To demonstrate the ability to transport of amputated limbs after trauma	4
F. Preventive and Community Medicine Practices	
To assess disability	1
G. Scientific Research Principles and Applications	
To access up-to-date literature and critically appraise it	3
To apply evidence-based medicine principles in clinical decision-making	3
H. Health Promotion	
To promote exercise and physical activity	4
I. Screening Programs	
To apply developmental hip dysplasia screening program	4

Group	Dates
A	28.09.2026-30.10.2026
B	07.12.2026-08.01.2027
C	08.02.2027-12.03.2027
D	24.08.2026-25.09.2026
E	02.11.2026-04.12.2026



ACIBADEM
UNIVERSITY

Clerkship Information Form

Clerkship Name	Forensic Medicine	MED 509
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Clerkship Type	Compulsory	Credit 4	ECTS 3
Medium of Instruction	English		
Year / Duration	Year V / 2 weeks		

Clerkship Chair

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Clerkship Lecturers

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Işıl PAKİŞ
M.D., Prof.

Educational Methods	• Interactive Lectures • Case Based Learning Sessions • Forensic Report Writing Exercises • Autopsy Observation and Video-based Learning • Case Discussions
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Clerkship Aim
This clerkship aims to equip students with the fundamental knowledge and skills required to recognize and evaluate common forensic medical cases, document forensic findings appropriately, and fulfill physicians' legal and ethical responsibilities in clinical practice. It also aims to develop awareness of forensic procedures related to death, injuries, child abuse, domestic violence, and medical malpractice.
Clerkship Outcomes
By the end of this clerkship, the students will be able to: 1. Explain the scope, principles, and applications of forensic medicine and differentiate forensic medicine from forensic sciences. 2. Recognize and evaluate common forensic cases encountered in clinical practice and apply basic forensic procedures. 3. Document forensic findings and prepare forensic reports in accordance with legal and ethical principles. 4. Describe the principles, types, and procedures of forensic autopsy and explain the medico-legal aspects of death investigation. 5. Recognize and interpret early and late postmortem changes and differentiate natural and unnatural deaths. 6. Recognize and classify different types of wounds, including blunt, sharp-force, and firearm injuries, and interpret their forensic significance. 7. Recognize and evaluate different types of asphyxia and describe their mechanisms and forensic findings. 8. Recognize and evaluate poisoning, alcohol-related conditions, and drug-related deaths from a forensic perspective. 9. Recognize and evaluate child abuse, neglect, domestic violence, violence against women, and sexual assault, and outline physicians' legal responsibilities in such cases. 10. Explain the legal responsibilities of physicians, including medical malpractice and professional liability. 11. Explain the relationship between forensic medicine and legal regulations, including penal codes and medico-legal procedures. 12. Describe the basic principles of forensic psychiatry and its role in medico-legal evaluation. 13. Demonstrate professional, ethical, and respectful behavior in the management of forensic cases

Assessment Methods	• Written Examination (30%) • Cased Based Learning Assessment (20%) • Forensic Report Writing Examination (40%) • Quizzes (10%) <i>Failure to sign in will be interpreted as absence; ≥ 20 % absence requires repeating the course</i>
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Topic	Learning Objective
Basics of Forensic Medicine	L01
The differences between Forensic Medicine and Forensic Sciences	LO1
Description of Death	LO4, LO5
Early and Late Postmortem changes	LO5
Crime Scene Investigation-Identification	LO2, LO11
Forensic death evaluation-Forensic autopsy	LO4, LO5
Legal Process in Cases of Death	LO4, LO11
Autopsy video – 1-2	LO4, LO13
Reporting the autopsy cases	LO4, LO13
Evaluation and Reporting of Disability Cases	LO3
Forensic Aspects of Wounding	LO6
Wounds Caused by pointed and sharp-edged weapons	LO6
Blunt Trauma wounds	LO6
Gunshot wounds	LO6
Violence	LO9
Family Violence	LO9
Sexual Abuse of Child	LO9
Child Abuse and Neglect	LO9
Sexual Assaults	LO9, LO11
Legal Approach to Sexual Crimes	LO9, LO11
Description and classification of accidents	LO2, LO11
Transportation and childhood accidents	LO2, LO11
Differentiation between natural and unnatural deaths	LO5
The origins of death	LO4, LO5
Asphyxia 1 (Suffocation, strangulation, suffocation gases)	LO7
Asphyxia 2 (Chemical asphyxiants)	LO7
Slide seminar of wounds	LO6
Forensic Cases Legal Procedure	LO2, LO11
Principles of writing a forensic report	LO3
Poisoning	LO8
Drug related deaths	LO8
Forensic aspects of alcohol	LO8
Reporting the forensic cases	LO3, LO11
Medical Law	LO10, LO11
Medical Malpractice	LO10
Forensic psychiatry	LO12
Accidents	LO2
Homicides	LO5
Suicides	LO5

Levels of Learning for Core Clinical Skills (Aligned with UÇEP 2020)

Learning Level	Description
1	Knows how the procedure is performed and is able to explain its outcomes to the patient and/or their relatives
2	Performs the procedure in emergency situations in accordance with relevant guidelines or protocols
3	Performs the procedure* in common, uncomplicated clinical situations/cases
4	Performs the procedure* in both common and complex clinical situations/cases
*Performs appropriate initial assessment and evaluation, develops and implements a management plan, and informs the patient, relatives, and/or the community about the process and outcomes.	

Core Clinical Skills and Competency Levels (Aligned with UÇEP 2020)

A. General and System-Oriented Physical Examination	
To perform forensic examination	3
To perform crime scene investigation	2
To perform postmortem examination	3
C. Documentation, reporting and notification	
To prepare of forensic reports	3
To report forensic cases	4
To obtain informed consent	4
To provide consultation on disability reports	3
To prepare death certificates	3
E. Interventional and Non-Interventional Procedures	
To demonstrate the ability to manage forensic cases	3
To demonstrate the ability to recognize, preserve, and transfer forensic evidence	2
To assess legal competency	2
To perform autopsy	2

Group	Dates
A	11.01.2027 - 22.01.2027
B	11.01.2027 - 22.01.2027
C	11.01.2027 - 22.01.2027
D	25.01.2027 - 05.02.2027
E	25.01.2027 - 05.02.2027



Clerkship Name	Urology		MED 511
Clerkship Type	Compulsory	Credit 5	ECTS 5
Medium of Instruction	English		
Year / Duration	Year V / 3 weeks		

Clerkship Chairs

Burak ÇITAMAK
M.D., Assoc. Prof. Urology

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Selçuk KESKİN
M.D., Assoc. Prof. Urology

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Clerkship Lecturers

Enis COŞKUNER
M.D., Prof. Urology

İlter TÜFEK*
M.D., Prof. Urology

Cem AKBAL*
M.D., Prof. Urology

Burak ÇITAMAK
M.D., Assist. Prof. Urology

Burak ÖZKAN
M.D., Prof. Urology

Nejdet KARŞIYAKALI
M.D., Assist. Prof. Urology

Deniz Can ALİŞ
M.D., Assoc. Prof. Radiology

Bora ÖZVEREN
M.D., Assoc. Prof. Urology

Selçuk KESKİN
M.D., Assist. Prof. Urology

Saadettin ESKİÇORAPÇI*
M.D., Prof. Urology

Can ÖBEK*
M.D., Prof. Urology

*Assigned Faculty Members

Educational Methods	• Interactive Lectures • Case Discussions • Bedside teaching and supervised clinical practice • Structured clinical skills training • Supervised Clinical Practice in Outpatient Clinics and the Operating Theatre
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Clerkship Aim
This clerkship aims to equip students with the fundamental knowledge and clinical skills required to recognize, evaluate, and initiate the management of common male and female urogenital conditions at the primary care level, and to appropriately refer patients when necessary. It also aims to develop competence in history taking, physical examination, interpretation of laboratory and radiological findings, and the application of preventive strategies, while promoting professional and ethical practice, including respect for patients' rights and privacy.
Clerkship Outcomes
<i>By the end of this clerkship, the students will be able to:</i> 1. Obtain a focused urological history from patients presenting with urinary and genital complaints. 2. Perform a basic urogenital physical examination, including abdominal, digital rectal, and testicular examination. 3. Recognize and evaluate common urological symptoms such as hematuria, dysuria, urinary retention, and scrotal pain. 4. Formulate a differential diagnosis for hematuria and identify red flag conditions. 5. Diagnose and initiate management of urinary stone disease and renal colic at the primary care level. 6. Recognize and evaluate urinary retention and obstructive uropathy. 7. Recognize and initiate management of common urological emergencies. 8. Recognize common urological malignancies, including prostate, bladder, and testicular cancers, and determine appropriate referral pathways. 9. Recognize and manage urinary tract infections and genital infections at the primary care level. 10. Recognize and manage sexually transmitted infections and apply principles of prevention. 11. Recognize and evaluate erectile dysfunction and outline basic management principles. 12. Recognize common pediatric urological conditions such as enuresis, hypospadias, and phimosis, and outline their management. 13. Explain the role of PSA in screening and evaluation of prostate diseases. 14. Perform urethral catheterization. 15. Determine which patients require urgent or routine referral to specialized care.

Assessment Methods	- Structured Oral Examination (80%) - Clinical Performance Assessment (20%) <i>Failure to sign in will be interpreted as absence; ≥ 20 % absence requires repeating the course</i>
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Learning (Performance) Levels (Aligned with UÇEP 2020)		
In the delivery of primary health care, medical graduates;		
A	Emergency Management Level	Should be able to recognize and define an emergency condition, initiate immediate management, and refer to a specialist when necessary
Ön T	Preliminary Diagnosis Level	Should be able to establish a preliminary diagnosis, perform initial management steps, and appropriately refer the patient to a specialist
T	Diagnosis Level	Should be able to establish a diagnosis, demonstrate knowledge of treatment principles, perform initial management, and refer to a specialist when indicated
TT	Diagnosis and Treatment Level	Should be able to independently diagnose and treat the condition
i	Follow-up Level	Should be able to provide long-term follow-up and ongoing management within primary care settings
K	Preventive Care Level	Should be able to implement preventive care measures, including primary, secondary, and tertiary prevention strategies

Core Diseases / Clinical Problems	Learning Level	Topic	Learning Outcomes
Benign Prostate Hypertrophy	ÖnT	Benign prostatic hyperplasia	LO1, LO3, LO6, LO13, LO15
Bladder tumors	ÖnT-K	Bladder Cancer	LO1, LO3, LO4, LO8, LO15
Prostate Cancer	ÖnT-K	Prostate Cancer	LO1, LO3, LO8, LO13, LO15
Hydrocele	T	Common urologic problems in the pediatric population	LO3, LO2
Hypospadias, epispadias	T	Common urologic problems in the pediatric population	LO12
Phimosis and paraphimosis	T	Common urologic problems in the pediatric population	LO3, LO7, LO12
Neurogenic Bladder	ÖnT	Female incontinence and overactive bladder	LO1, LO3, LO6, LO15
Obstructive Uropathy	A	Benign prostatic hyperplasia	LO3, LO6, LO7, LO15
Renal tumors	ÖnT	Renal Carcinoma and Upper Urothelial carcinoma	LO1, LO3, LO8,

			LO15
Sexual Dysfunction	ÖnT	Erectile dysfunction & Infertility	LO1, LO3, LO11
Sexually Transmitted Infections	TT-K-İ	Sexually transmitted diseases	LO1, LO3, LO10
Genital infections	TT-K	Specific and nonspecific urinary tract infections	LO1, LO3, LO9
Testicular tumor	ÖnT	Testis tumor	LO1, LO3, LO8, LO15
Urinary System Lithiasis	T-A-K	Urinary Stone Disease	LO1, LO3, LO4, LO5, LO15
Urinary System Infections	TT-K	Specific and nonspecific urinary tract infections	LO1, LO3, LO9
Urogenital System Trauma	A	Genitourinary trauma and emergency	LO3, LO4, LO7, LO15
		Genitourinary Radiology	LO6
		Evaluation of hematuria	LO4, LO3, LO15

Levels of Learning for Core Clinical Skills (Aligned with UÇEP 2020)	
Learning Level	Description
1	Knows how the procedure is performed and is able to explain its outcomes to the patient and/or their relatives
2	Performs the procedure in emergency situations in accordance with relevant guidelines or protocols
3	Performs the procedure* in common, uncomplicated clinical situations/cases
4	Performs the procedure* in both common and complex clinical situations/cases
*Performs appropriate initial assessment and evaluation, develops and implements a management plan, and informs the patient, relatives, and/or the community about the process and outcomes.	

Core Clinical Skills and Competency Levels (Aligned with UÇEP 2020)	
A. History Taking	
To obtain a general and problem-oriented medical history	4
B. General and System-Oriented Physical Examination	
To perform urological examination	3
C. Documentation, reporting and notification	
To obtain informed consent	4
To prepare discharge summaries	4
To prepare medical reports in accordance with current legislation	3
To prepare and maintain patient records	4
To prescribe medications	4
To prepare treatment refusal documentation	4
D. Laboratory Tests and Related Procedures	
To demonstrate the ability to accurately complete laboratory test requisition forms	4
To perform and evaluate urinalysis (including microscopy)	3
To demonstrate the ability to appropriately interpret screening and diagnostic test results	3

E. Interventional and Non-Interventional Procedures	
To demonstrate the ability to accurately order laboratory and radiologic test requisition forms	4
To perform urinary catheterization	3
G. Scientific Research Principles and Applications	
To access up-to-date literature and critically appraise it	3
To apply evidence-based medicine principles in clinical decision-making	3

Groups	Dates
A	08.02.2027-26.02.2027
B	02.11.2026-20.11.2026
C	21.09.2026-09.10.2026
D	23.11.2026-11.12.2026
E	12.10.2026-30.10.2026

COURSES

SCHOOL OF MEDICINE

YEAR VI

CURRICULUM

2026-2027

LEARNING

ASSESSMENT

ACIBADEM UNIVERSITY
SCHOOL OF MEDICINE

YEAR VI - INTERNSHIP PROGRAMS

2026-2027 | ACIBADEM UNIVERSITY SCHOOL OF MEDICINE

CODE	CLERKSHIP	DEPARTMENTS	Duration (Weeks)	National Credits	ECTS
MED 601	Internal Medicine	Internal Medicine	8	8	9
MED 602	General Surgery	General Surgery	4	4	4
MED 603	Pediatrics	Pediatrics	8	8	9
MED 604	Obstetrics & Gynecology	Obstetrics & Gynecology	4	4	4
MED 605	Psychiatry	Psychiatry	3	3	3
MED 606	Community Health & Primary Care	Public Health; Family Medicine	8	8	10
MED 607	Emergency Medicine	Emergency Medicine	8	8	10
MED 608	Simulated Clinical Practice		1	1	1
MED 6001 / MED 6002	Elective Internship Program	All Departments	8	8	10
TOTAL			52	52	60

 ACIBADEM UNIVERSITY	Internship Information Form	
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Internship Name		Internal Medicine		MED 601	
Internship Type		Compulsory		Credit	8
Medium of Instruction		English (Practical sessions will be conducted in Turkish)		ECTS	9
Year / Duration		Year VI / 8 weeks			

Coordinators of the Clinical Period

Demet DİNÇ MD. Instructor	Işıl PAKİŞ MD. Prof.
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Hospital Clinical Education Coordinators

Sevgi ŞAHİN MD. Prof.	Özlem AKGÜN DOĞAN MD. Assoc. Prof.	Saygın ABALI MD. Assoc. Prof.
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Program Coordinators

Sevgi ŞAHİN MD. Prof.	Fatih Oğuz ÖNDER MD. Prof.
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Academic Units	INTERNAL MEDICINE PULMONARY DISEASES INFECTIOUS DISEASES CARDIOLOGY HISTORY OF MEDICINE AND ETHICS SIMULATED CLINICAL PRACTICE
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Educational Methods	- Seminars (presented by interns and faculty staff) - Journal Clubs - Case Discussions during ward rounds and out-patient clinics - Clinical Skills Training - Ward Rounds - Bedside Training - Outpatient Clinics - On-call Duties and Night Shifts - Multimodal internal medicine-ethics booth camp
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Internship Aim

This hospital based medical education program aims to deliver training in environment of wards and out-patient clinics of the tertiary healthcare facility.

Learning Outcomes

At the end of this program, interns will be able to:

- Gather data for patients' case history, perform physical examination and develop a management plan.
- Establish contact with patients and with patients' relatives.
- Coordinate patient care, laboratory and radiologic tests under supervision of relevant primary doctor of the patient.
- Keep medical case file records and fill and organize them when required.
- Explain the legal issues regarding patients' case files.
- Observe and interpret the changes in the patients' clinical and laboratory findings.
- Facilitate interactions between various hospital staff.
- Observe basic principles for management of an internal medicine ward.
- Perform interventions for care of the patient.
- Participate in the interplay of various disciplines required for the management of the patients who need multidisciplinary approach.
- Deliver informing speeches to the patients and relatives when required.
- Observe patient management in out-patient clinics.
- Demonstrate ethical sensitivity and professional motivation during the internship period.
- Apply professional and ethical values in clinical and ethical decision-making in daily but simulated practice.
- Prepare for real time critical, medical cases during their professional life beforehand.
- Integrate ethical and clinical decision-making in light of ethics principles and evidence-based medicine.

17. Collaborate with clinicians, medical students & ethicists in interdisciplinarity and plurality.

Assessment Methods

Direct observation and evaluation of intern-patient relationships, patients' case files recorded by interns, completing the defined duties, scheduled tasks, and medical interventions performed by interns.

Compulsory Tasks During the Internship

Ward Rounds

- Attendance to ward rounds at scheduled hours is compulsory. Intern doctors will present the hospitalized patients to the primary consulting doctor and other participants of the ward round.
- Intern doctors should keep personal case-files of the patients apart from the hospitals file. Case-files should be closed when the patient is discharged and files should be presented to the coordinators with this log-book at the end of education period of 8 weeks. Medicolegal issues regarding the case-file writing will be discussed during the ward rounds.
- Intern doctors are required to discuss differential diagnosis and treatment options during ward rounds.
- Intern doctors should accompany the patients during secondary consulting doctor visits and radiologic or endoscopic examination.
- Intern doctors will observe and perform interventions to the patients when appropriate.
- Intern doctors will visit the patients on daily basis and repeat the physical examination, check measured data such as blood glucose, urine output, vital sign etc.
- Working hours in the clinics is between 8:00 - 17:00 during week days. Sign-in and sign-out polling will be available between 8:00-8:30 in the morning and 16:30 - 17:00 in the afternoon.

Out-patient Clinics

- All interns will attend out-patient clinics and observe patient management with faculty staff.
- All interns will attend out-patient clinics for the 8 weeks of education. Rotations will be at weekly basis.
- Duty in the out-patient clinics will start after the daily ward-rounds and daily duration of the out-patient clinic will be determined by the relevant faculty member.

Seminars

- All interns will present a seminar under the supervision of a faculty member.
- Topic will be decided at least 1 week before the presentation.
- Seminars should be presented after the approval of the supervising faculty member.
- Dates and schedule of the seminars will be decided according to the supervising staff's programme.

Interventions

- All interns are obliged to perform ordered interventions under supervision of faculty staff.
- Intravenous line or urinary catheter placement, capillary blood sugar measurement, placement of respiratory masks, central venous pressure measurements are among many interventions that can be performed under supervision.

Night Shifts

- Intern doctors will have night shifts during week days.
- Night shift duty will begin at 17:00 and will finish at 8.30 next day.
- Interns on duty are obliged to visit hospitalized patients of internal medicine department at least once during the night shift.
- Night shift interns have the duty to inform other doctors about the events happened during the night shift, laboratory tests or radiologic examination to be followed-up.
- Interns with absenteeism without a solid excuse, particularly documented, and/or permission of consulting staff will have compensation on-call duties. Absenteeism more than legal limit will cause the renewal of the course program.
- The interns should comply with the terms and rules of the department, consulting staff, and the special requirements asked by the clinical wards. Maximum care should be performed in order to keep the patient records and privacy unexposed.

Training Sites

- Acibadem Mehmet Ali Aydınlar University Atakent Hospital in-patient wards including organ transplantation units.
- Patients will be followed up in other departments units when transferred to the intensive care unit or coronary ward.
- Out-patient clinics of the Atakent Hospital including internal medicine, endocrinology, rheumatology, oncology, hematology, gastroenterology, nephrology, gastroenterology, pulmonology, cardiology.
- CASE - Acibadem Mehmet Ali Aydınlar University Campus

Training Rotation Program

Each intern attends the ward rounds and out-patient clinics according to the following durations:

Hematology or oncology	2 weeks (mainly ward rounds)
Gastroenterology	1 week
Endocrinology	1 week
Nephrology	1 week
Cardiology	1 week
Infectious disease	1 week
Pulmonology	1 week
CASE	last day of the program

Suggested Reading

- Cecil Essentials of Medicine 9th Ed.
- Harrisons Principles of Internal Medicine 19th ed
- Current Diagnosis and Treatment 2016
- UptoDate (<http://www.uptodate.com/home>)
- Medscape (<http://www.medscape.com/>)
- Aronowitz R. and Greene JA. Contingent Knowledge and Looping Effects- A 66- Year-Old Man with PSA-Detected Prostate Cancer and Regrets, NEJM, 2019;381(12):1093-1096
- Ong YT, Kow CS, Teo YH, et al. Nurturing professionalism in medical schools. A systematic scoping review of training curricula between 1990-2019. Med Teach. 2020; 42:636-649.
- Sulmasy LS, Bledsoe TA: ACP Ethics, Professionalism and Human Rights Committee. American College of Physicians Ethics Manual: Seventh Edition. Ann Intern Med. 2019 Jan 15;170(2_Suppl):S1-S32. Doi: 10.7326/M18-2160.PMID: 30641552.
- Case History and Commentary by Sherly Mitnick, MPH, RN and Lois Snyder Sulmasy, When the Family Caregiver Is a Physician: Negotiating the Ethical Boundaries CME / ABIM MOC, Released 21.02.2020.
- Sheffield V, Fraley L, Warriar G. Addressing Biased Patient Behavior A Teachable Moment, JAMA Internal Medicine, 2021; 181 (21): 1631-1632.
- Yaylaci, S., Ulman, Y.I., Vatansever, K. et al. Integrating patient management, reflective practice, and ethical decision-making in an emergency medicine intern boot camp. BMC Med Educ 2021;21,536. <https://doi.org/10.1186/s12909-021-02970-8>



Internship Name	General Surgery	MED 602
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Internship Type	Compulsory	Credit	4
Medium of Instruction	English (Practical sessions will be conducted in Turkish)	ECTS	4
Year / Duration	Year VI / 4 weeks		

Coordinators of the Clinical Period

Demet DİNÇ MD. Instructor	Işıl PAKİŞ MD. Prof.
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Hospital Clinical Education Coordinators

Sevgi ŞAHİN MD. Prof.	Özlem AKGÜN DOĞAN MD. Assoc. Prof.	Saygın ABALI MD. Assoc. Prof.
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Program Coordinators

Volkan ÖZBEN MD. Prof.	Onur DÜLGEROĞLU MD. Assoc. Prof.
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Academic Units	GENERAL SURGERY
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Educational Methods

- Bedside training
- Outpatient clinics, ward rounds, inpatient clinics
- Incorporation to surgical procedures
- Case discussions
- Paper / lecture presentations and discussions
- Attendance to multidisciplinary and Morbidity & Mortality meetings

Assessment Methods

- Failure to sign will be interpreted as absence
- Full attendance is required to be successful
- Interns are expected to fulfill the requirements including case presentations, lecture/paper presentations.
- Clinical skills and professional attitude will be assessed.
- Assessment will be interpreted as sufficient or insufficient.

Internship Aim

- The aim is to teach basic surgical topics and principles to sixth-year medical students with bedside training, case discussions and paper presentations. They will learn to be a part of a surgical team and will take direct responsibility for the patient care.
- The students will have opportunities to join in the both inpatient and out-patient settings with medical teachers and other health professionals in the relevant hospitals of Acibadem Health Care Group.
- Each student is expected to:
- incorporate basic knowledge and clinical experience to obtain modern patient-oriented clinical care and
- participate the care of patients in the various stages (preoperative area, inpatient and outpatient clinics, operative procedures, recovery and follow-up) of evaluation and treatment by surgeons.

Learning Outcomes

At the end of this internship program the students will be able to evaluate the patients and analyze the symptoms and examination findings related with the following topics.

- Acute abdomen
- Acute mastitis, nipple discharge and symptoms of breast mass, axillary lymph node examination
- Anorectal disorders (anal abscess, hemorrhoidal disease, anal fissure, etc.) and differential diagnosis such as rectal cancer.
- Acute cholecystitis
- Abdominal wall hernia
- Thyroid disorders and approach to thyroid nodules
- Define minimally invasive surgery and robotics
- Apply the following skills under observation
- Suturing and suture removal
- Abscess drainage
- Placement and withdrawal of urinary catheter
- Placement and withdrawal of nasogastric tube
- Wound care
- Prepare a medical report of a patient and fill out daily follow-up notes of the patient

Internship Detailed Program and Information

Intern doctors in Acibadem Mehmet Ali Aydınlar University School of Medicine are responsible for the work in the Department of General Surgery during the 4-week period. On behalf of educational team, they have responsibilities to complete their internship program.

In this program, you will be interacting with physicians in the Department of General Surgery and observing them through every step of patient care. You will experience what surgeons do on a daily basis as you encounter patient-physician interactions in the clinics, pre- and post-operative units, operating rooms, and bedside meetings during rounds.

Maturity, attentiveness, flexibility, and the ability to follow written and verbal directions are qualities that are absolutely imperative to prevent hindrance of patient care. Professionalism is essential. Please be respectful to the surgical staff and nurses at all times.

This internship program is operated under the guidance and direction of the Chairman of Surgery and internship coordinator. Start and end dates, hospital shift start and end times, requirements and/or the process of selection, student guidelines, and policies set forth by Acibadem Mehmet Ali Aydınlar University School of Medicine rules.

The Department of General Surgery consists of the following surgical subspecialties:

- Gastrointestinal Surgery
- Hepatopancreatobiliary Surgery
- Breast and Endocrine Surgery
- Transplant Surgery

Working Plan and Responsibilities

1. The responsibilities during the 6th year involve total care of all patients under the supervision of the faculty and resident staff.
2. The general surgery internship program lasts 4 weeks. In the beginning of the internship, the working schedule is declared to the intern doctors and this schedule is reported to the faculty and resident staff.
3. The general surgery internship program takes place in the Acibadem Atakent, Maslak and Altunizade Hospitals.
4. Within this program, intern doctors are expected to work in the inpatient and outpatient clinics as well as in the operating rooms.
5. Absence from the clinic without reporting an excuse is not allowed. Interns who will be absent must report, in advance, their excuse to the clinical coordinator. Absence with approved excuses will be made up by the intern. Otherwise, the internship program will be subject to repetition.
6. The faculty members and/or surgeons/or residents conduct ward rounds. All the interns must be present during the rounds.
7. During ward rounds, interns who are in charge with the inpatient clinic will present their patients. Interns are obliged to know all the clinical data of the patients they are responsible for.
8. Interns who are responsible for the inpatient clinic will accompany their patients during consultations, and they are supposed to be in direct contact with the consultants and prepare the treatment plan under the guidance of surgeons.
9. In the inpatient clinic, interns are supposed to take patient history, change wound dressings, and insert nasogastric tube and urinary catheters under the supervision of the surgical staff.
10. In the outpatient clinics, interns are supposed to participate actively to the clinical examination of patients.
11. Interns working in the operating room are supposed to be present in the operating room. They are expected to scrub up and participate to the surgical procedures.
12. Rooms available for intern doctors are located in the inpatient clinics and/or in the departmental area. Interns can use these rooms during their free times in the clinic.
13. During the general surgery internship, each intern must be on duty (nightshift) 4 times. The schedule will be announced to the interns in the beginning of the internship. Interns are supposed to start their duty at 6:00 pm during the week and finish on the next day after the morning round is completed. After the morning round, interns in the duty must take signature from the

committee chair of hospital. Interns are allowed to take one-day leave after the completion of duty.

14. During the internship program, all the interns are supposed to participate to the multidisciplinary meetings carried out in the clinic. These meetings are: 1) Gastrointestinal oncology meeting (every Monday, 7:30-8:30 am); 2) Breast multi-disciplinary meeting (every Friday, 7:00-8:30 am).
15. In the 4th week of the internship program, a morbidity and mortality meeting is carried out and the head of the department will declare the exact date of this meeting. Each intern is supposed to present a case in this meeting.
16. In the clinic every Thursday at 7:00 am, an educational session including morbidity and mortality discussions, literature presentations, and case-based thematic subjects is carried out by video conferencing. The program will be given to you by the education coordinator in the beginning of your internship program. Each intern is expected to participate to these sessions.
17. Each intern will have a faculty or resident staff responsible for. In the middle of the internship program (at the end of the 2nd week), the staff will evaluate intern's working condition and any deficiencies will be reported to the intern. The same evaluation will be performed at the end of the internship and this will be graded and marked as success or fail.
18. Within the working hours, intern doctors must be in good relationship with the residents, surgical staff, faculty members, nurses, and auxiliary staff and must obey code of conduct.
19. In addition to clean and tidy outfit/dress, intern doctors must wear white coat or uniforms at all times in the inpatient and outpatient clinic (male interns should shave daily).
20. All interns shall attend the weekly multidisciplinary tumor board meetings held within the unit in which they are assigned.



Internship Name	Pediatrics	MED 603
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Internship Type	Compulsory	Credit	8
Medium of Instruction	English (Practical sessions will be conducted in Turkish)	ECTS	9
Year / Duration	Year VI / 8 weeks		

Coordinators of the Clinical Period

Demet DİNÇ MD. Instructor	Işıl PAKİŞ, MD. Prof.
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Hospital Clinical Education Coordinators

Sevgi ŞAHİN M.D., Prof.	Özlem AKGÜN DOĞAN, MD. Assoc. Prof.	Saygın ABALI, MD. Assoc. Prof.
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Program Coordinators

Baran Cengiz ARCAGÖK, MD. Assoc. Prof.	Tarkan İKİZOĞLU, MD. Assist. Prof.
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Academic Units	PEDIATRIC ALLERGY AND IMMUNOLOGY PEDIATRIC CARDIOLOGY PEDIATRIC ENDOCRINOLOGY AND METABOLISM PEDIATRIC GASTROENTEROLOGY AND NUTRITION PEDIATRIC GENETICS PEDIATRIC HEMATOLOGY AND ONCOLOGY PEDIATRIC INFECTIOUS DISEASE PEDIATRIC INTENSIVE CARE AND EMERGENCY MEDICINE NEONATOLOGY PEDIATRIC NEPHROLOGY PEDIATRIC NEUROLOGY SOCIAL PEDIATRICS GENERAL PEDIATRICS AFFILIATED FACULTY
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Educational Methods

- Practice in outpatient clinics
- Practice in Clinical Wards and Intensive Care Units
- Weekly Academic Meetings
- Academic Staff Lectures
- Journal Club
- Intern Presentations

Assessment Methods

- Performance assessment,
- Active and on-time attendance,
- Patient evaluation and physical examination,
- Seminar/article preparation and presentation,
- Clinical skills assessment,
- Personal Professional Attitude,

Course Aims

The purpose of Pediatrics Internship is to integrate knowledge, attitudes and skills already acquired in the first 5 years of medical school into the clinical discipline, follow-up of healthy children and practice current diagnostic and therapeutic approaches in common medical situations.

Interns at Acıbadem University School of Medicine will graduate equipped with interest and understanding of health issues regarding children in our country and the world with extensive knowledge in preventive and routine pediatric care. Interns will actively participate in care of hospitalized children and outpatients, practicing disease prevention, (differential) diagnosis, treatment and follow-up strategies and providing support for patient and family.

Learning Outcomes

At the end of this program, interns will be able to:

- Demonstrate effective communication skills, both oral and written, with peers on their medical team, parents, attending physicians as well as deliver oral presentations in various settings such as work rounds, patient consultations, family meetings, etc.
- Obtain an extensive pediatric history from the parent and from the child.
- Perform a complete physical examination on patients from the neonatal period through adolescence,
- Promptly assess mental status, cooperation quality and develop the ability to use Glasgow Coma Scale,
- Measure age-appropriate anthropometric parameters and evaluate growth parameters effectively
- Formulate a clinical assessment and management plan, by integrating basic science and clinical knowledge, and demonstrate critical thinking skills in the management of pediatric problems.
- Design an appropriate plan for immunization practices, nutrition in well-babies, and oral rehydration therapy
- Provide adequate information and support for encouraging Breastfeeding
- Fully evaluate a patient with common morbidities in childhood, such as infectious, cardiac, endocrine, hematologic, neoplastic, immunologic, nephrological, neuromuscular and genetic diseases.
- Perform certain minor procedures in accordance with National Core Curriculum Guideline; venous puncture, establishment of peripheral/central venous line, establishment of urinary catheters, suturing, intubation, various site injections, basic life support, performing lumbar puncture and etc.
- Experience on certain techniques; evaluation of peripheral smears, evaluating urine and stool analysis, obtaining various cultures with appropriate techniques, and etc.
- Measure and evaluate vital signs ie. blood pressure, heart rate and respiratory rate, body temperature.
- Perform and evaluate certain tests like electrocardiogram, pulmonary function tests, clotting time and etc.
- Prescribe common pediatric drugs and experience on weight based drug dose and parenteral medication calculations
- Interpret common pediatric biochemical, hematological, microbiological and radiological tests
- Prepare patient files and document follow-up notes and medical reports accurately.

COMPULSORY TASKS DURING THE INTERNSHIP

Outpatient Clinics

All interns should attend evaluation of patients in outpatient clinics. They will be asked to take history and perform physical examination under supervision of consulting staff. All anthropometric evaluation must be fulfilled completely. If requested, laboratory tests and necessary papers should be completed. Prescription and drug dosage calculation must be performed. Pediatric interns will be assigned to different subspecialty outpatient clinics for 2-4 weeks during their programme.

Inpatient Clinics

All interns should attend ward rounds. They will be asked to take history and perform physical examination under supervision of consulting staff. Interns are responsible for daily follow-up of hospitalized patients. All anthropometric evaluation must be checked regularly. If requested, laboratory tests and necessary papers should be completed. Prescription and drug dosage calculation must be performed. Pediatric interns will be assigned to specialized inpatient clinics where they may be given specific responsibilities. When possible, all clinical skills must be practiced under supervision of consulting staff like bone marrow aspiration, endotracheal intubation etc.

Journal Clubs and Academic Meetings:

All interns should attend weekly Academic Meetings, Wednesdays at noon. Clinical discussions and lecture presentations are provided by Academic Staff. All consulting staff and specialists are expected to attend the meeting. Each intern is required to perform an oral presentation during the Pediatric Internship programme. The subjects and/or articles will be provided by the consultant staff of the month. The Internship Director will announce the presentation schedule at the beginning of the course.

On-Call Duties in Emergency Out-patient Clinic:

All interns should be available during On-call duties and night shifts. They should perform all clinical skills under supervision of consulting staff.

In the next morning, interns are expected to verbally report their On-call duty experience to a staff physician.

Responsibilities

- Acıbadem Medical School Internship Rules and Regulations Documents apply to all interns.

- Working hours in Pediatrics Department are between 08:30 and 17:00 during the weekdays.
- Working hours in Pediatrics Department will be arranged in accordance with overnight on-call system during weekends and national holidays.
- The emergency outpatient clinic, clinical wards and intensive care units are available for patient service for 24 hours-and-365 days.
- On-call physicians and interns will be providing patient care and information for the consulting staff physicians during weekends and national holidays.
- The attendance sheet will be available for interns between 08:00-08:30 and 16:30-17:00 during weekdays.
- The interns will have 2 different parts of education and training course during internship. Each course will last 2-4 weeks under the supervision of an academic staff and will primarily focus on clinical experience in out-patient clinics or hospital wards (majority being in intensive care-units).
- The consulting physicians will complete the internship assessment form after 4-weeks course based on evaluation of Clinical case management, Interaction with patient and community, Professionalism, Personal Professional attitude.
- Interns will provide their assessment forms filled out by their consultants and to the Internship Director of Pediatrics at the end of each month.
- The interns should comply with the safety and healthcare terms and rules of Units and consulting staff. Maximum care should be provided to keep the patient records unexposed with respect to confidentiality.
- Maximum care should be performed to comply with hygienic procedures to keep the patients germ-free not only in intensive care units but also in outpatient clinics.

Suggested Readings and Internet Resources

- Nelson Textbook of Pediatrics, 2-Volume Set, 21th Edition (2016).
- Report of the Committee on Infectious Disease. Red Book, 30th Edition (2015).
- <http://redbook.solutions.aap.org/redbook.aspx>.
- <http://www.cdc.gov/vaccines/schedules/index.html>
- <http://learnpediatrics.com/>
- <http://www.pedscases.com/>
- <http://pediatriceducation.org/>
- <http://www.medutv.uio.no/jbgttest/elaring/fag/barnesykdommer/index.shtml>
- <http://pediatriccare.solutions.aap.org/Pediatric-Care.aspx>
- <http://pedclerk.bsd.uchicago.edu/page/genetic>



Internship Name	Obstetrics and Gynecology	MED 604
Internship Type	Compulsory	Credit 4
Medium of Instruction	English (Practical sessions will be conducted in Turkish)	ECTS 4
Year / Duration	Year VI / 4 weeks	

Coordinators of the Clinical Period

Demet DİNÇ MD. Instructor	Işıl PAKİŞ, M.D. Prof.
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Hospital Clinical Education Coordinators

Sevgi ŞAHİN, MD. Prof.	Özlem AKGÜN DOĞAN, MD. Prof.	Saygın ABALI, MD. Assoc. Prof.
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Program Coordinators

Serkan ERKANLI, MD. Prof.	Suat DEDE, MD. Prof.	Emine KARABÜK, MD. Assist. Prof.
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Academic Units	OBSTETRICS AND GYNECOLOGY
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Educational Methods

Lectures, Clinical Skills Training, Ward rounds- outpatient clinics, On-call duties
Case Discussions, Paper presentation and discussion, Bed side training, Assisting deliveries,
Gowning for surgeries, Labor and delivery 24 hour calls (5 calls/month), Practice in operating and delivery room, Shadowing an attending for daily activities (outpatient clinic, surgeries and postoperative visits)

Assessment Methods

Clinical Skills Assessment
Failure to sign in will be interpreted as absence;
20 % absence requires repeating the course,
Attendance to clinics and compliance,
Competency in Patient care, Case Presentations
Paper/Lecture presentations, Attitude during rounds is measured.

Course Aims

The purpose of this course is; to provide sixth year medical students necessary knowledge about etiology, clinical signs-symptoms, differential diagnosis and treatment of common obstetric and gynecologic problems and, emergencies.
Interns are expected to;
Actively participate in maternal and fetal monitoring during labor and learn dynamics of vaginal delivery.
Realize how OB/GYN merges surgery, medicine, and primary preventive care into a single practice. Discuss how overall mental and physical health interacts with reproductive function
Gain comfort in taking an appropriate OB/GYN history and performing pelvic examination. Introduce the principles of surgery related to women's health

Learning Outcomes

At the end of this internship program students will be able to;

- Demonstrate the ability to take a thorough Ob/ Gyn history, including menstrual history, obstetric history, gynecologic history, contraceptive history and sexual history.
- Demonstrate the ability to perform a gynecologic examination (Speculum/bimanual)
- Demonstrate the ability to perform an obstetric exam
- Demonstrate the ability to perform Pap smear.
- Demonstrate the ability to interpret electronic fetal monitoring.
- Demonstrate the ability to provide contraceptive counseling
- Demonstrate the ability to communicate the results of the OB/GYN history and physical examination by well-organized written notes and oral reports.
- Demonstrate the ability to formulate a differential diagnosis of the acute abdomen including ectopic pregnancy
- Demonstrate the ability to describe the etiology and work up for infertility
- Demonstrate the ability to describe gynecologic malignancies including risk factors, signs and symptoms and initial evaluation of abnormal Pap smear, Postmenopausal bleeding, and adnexal mass/cyst
- Explain the principles of antenatal and postpartum follow-up, determination of obstetric risk factors, and management of obstetric hemorrhage.
- Demonstrate the ability to develop hypotheses, diagnostic strategies and management plans in the evaluation of antepartum, intrapartum and postpartum patients.
- Demonstrate the ability to develop hypotheses, diagnostic strategies and management plans in the evaluation of patients with gynecologic problems, including routine postoperative care following gynecologic surgery.
- Follow and assist 5 vaginal deliveries and appreciate dynamics of delivery.

COMPULSORY TASKS DURING THE INTERNSHIP

Journal Clubs and seminars:

Each attendant of internship program should participate weekly journal clubs or seminar by Obstetrics and Gynecology Department. Time period is variable due to different hospital facilities. In the beginning of internship programme, this information will be provided.

Inpatient Clinics

Clinical studies in the inpatient clinics starts at 8:00 A.M. Inpatient clinic group divided to two team. One team for patient care, one team for operation room. Clinical skill development and interventions should be done under supervision of clinical staff or mentor. All clinical records

Outpatient clinics etc.

Log book about clinical skills should be completed during obstetrics and gynecology internship and presented to supervisor at the end of obstetrics and gynecology internship.

Training Sites

Acibadem Atakent Hospital (ATAK)

Acibadem Maslak Hospital (MAS)

Responsibilities

- Working hours in Obstetrics and Gynecology Department are between 08:00 and 17:00 during the weekdays.
- Working hours in Obstetrics and Gynecology Department will be arranged in weekends
- The emergency outpatient clinic, clinical wards and intensive care units are available for patient service for 24 hours-and-365 days.
- On-call physicians and interns will be providing patient care and information for the consulting staff physicians during weekends and national holidays.
- The signature sheet will be available for interns between 08:00- 08:30 and 16:30-17:00 during weekdays.
- The internship program for Obstetrics and Gynecology Department consists of 4 weeks in 2 different periods. The interns will have 2 different parts of education and training course during internship. First course will last 3 weeks under the supervision of an academic staff and will primarily focus on clinical experience in out-patient clinics or hospitalized patients. Second course will be last 1 weeks of internship and determined by director of obstetrics and gynecology department.
- The consulting physicians will complete the internship assessment form after 4-weeks course based on evaluation of clinical case management, interaction with patient and community, professionalism, personal professional attitude.
- Interns will provide their assessment forms fulfilled by their consultants and deliver to Inter Internship Director of Obstetrics and Gynecology Department at the end of 4-weeks course.
- The interns who cannot obtain sufficient marks from assessing consultants will fail and repeat the course. Sufficient means that he/she performed at least 60% of the above-mentioned performance.
- The interns should comply with the terms and rules of the Obstetrics and Gynecology Department, consulting staff, and the special requirements asked by the clinical wards. Maximum care should be performed in order to keep the patient records unexposed.
- Interns with absenteeism without a solid excuse, particularly documented, and/or permission of consulting staff will have compensation on-call duties. Absenteeism more than legal limit will cause the renewal of the course program.

- Maximum care should be performed to comply with hygienic procedures to keep the patients germ-free not only in intensive care units but also in outpatient clinics.



Clerkship	Year	Code	Duration (weeks)	Credit	ECTS
Psychiatry	6	MED 605	3	3	3

Educational Language	English (Practical sessions will be conducted in Turkish)
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Course Type	Compulsory
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Course Level	Undergraduate
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Phase II/III Coordinators	Demet DİNÇ MD. Instructor Işıl PAKİŞ, MD. Prof.
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Hospital Clinical Education Coordinators	Sevgi ŞAHİN, MD. Prof. Özlem AKGÜN DOĞAN, MD. Assoc. Prof. Saygın ABALI, MD. Assoc. Prof.
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Program Coordinators	Ceren MERİÇ ÖZGÜNDÜZ, MD. Assist. Prof.
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Academic Units	PSYCHIATRY
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Course Duration	3 Weeks This period will be spent as an observer in the psychiatry outpatient clinic of the hospital. Each student will work actively in the outpatient clinic for at least 2 days. Other days, they will accompany the consultation and evaluation of emergency cases.
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Educational Methods	Case presentations and discussions Thematic meetings Attendance at Outpatient clinics and observation Taking History and performing Mental State Examination of patients seen at the Outpatient clinics and Emergency Department Clinic or on medical/surgical wards as part of the concept of Liaison Psychiatry
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Assessment Methods	Present a case which should include description of symptoms and mental state features, etiological factors, medical/legal/family/substance use history, differential diagnoses, a plan of management, assessment of prognosis and risk assessment. Present a recently published research article in the field of Psychiatry improving the knowledge of statistics and methodology in medical research (voluntarily).
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Course Aims	The interns should aim to improve their skills of actively incorporating any mental health issues that they will come across in their clinical practice. They should be able to diagnose and treat simple psychiatric cases (such as depressive disorder, anxiety disorders) at a primary care level and make referrals to secondary care accordingly. Furthermore, they should be able to make a risk assessment for each patient (including psychiatric emergencies such as risk of suicide/homicide).
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Learning Outcomes	Describe the clinical presentation of common psychiatric disorders and summarize the major categories of psychiatric disorders, using ICD-10/ DSM 5. Describe the pharmacological, psychological and other (e.g. ECT) treatment options for psychiatric patients, including the indications, method of actions and side effects. Describe what may constitute risk to suicide, homicide, self-harm, high risk behavior and risk to and from others and can conduct a risk assessment. Take a full psychiatric history and carry out a mental state examination. Understand principles of immediate care in psychiatric emergencies which may occur in A&E and general medical settings.
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COMPULSORY TASKS DURING THE INTERNSHIP

Students will attend the "Psychiatric interview techniques and psychiatric emergencies" presentation at the beginning of the internship.

Each student will spend at least 2 full days in the psychiatry outpatient clinic as an observer with a professor. Students will express their opinions about the examination, diagnosis process and treatment of these cases and the discussion will take place.

Students will take an active role in the psychiatric consultations of inpatients and in the evaluation of emergency psychiatric cases.

Each student will prepare a presentation on the diagnosis and treatment of one of the primary psychiatric disorders from DSM-5 (mood disorders, psychotic disorders, anxiety disorders) and present it to his/her professor and conduct a discussion.

At the end of the internship, each student will prepare a report on one of the patients. In this report, the student will discuss the patient's complaints, anamnesis details, differential diagnosis, and current treatment with reference to the literature (between 3 to 5 articles).

Useful Information

Training sites

Acibadem Atakent Hospital (ATAK)

Acibadem Maslak Hospital (MAS)

Responsibilities

Working hours in the attended departments usually are between 08:30 and 17:00 during the weekdays.

The supervisor will complete the internship assessment form after the course based on evaluation of Clinical case management, Interaction with patient and community, Professionalism, Personal Professional attitude.

Interns will deliver their assessment forms completed by their field trainer to the Internship Coordinator at the end of the internship period.

The interns who cannot obtain sufficient evaluation will fail and repeat the course.

The interns should comply with the terms and rules of the visited departments/units, consulting staff, and the special requirements asked for by the clinicians-field trainers. Maximum care should be performed in order to keep the patient records unexposed.

Interns with absence without a solid excuse, particularly documented, and/or permission of consulting staff will have compensation on-call duties. Absence more than legal limit will lead to repetition of the course program.

Watch out for Following:

Behave according to ethical and legal principles.

Act in a safe way towards patients. Understand the potential to do psychological harm to patients by providing untrained/unsupervised psychotherapeutic interventions and fostering inappropriate doctor-patient attachments.

View psychiatric patients as being deserving of the same high standard medical care as patients with other medical conditions.

Respect privacy/confidentiality rules designed by the relevant institute.

Organize a timetable amongst your group and come in pairs to attend Outpatient Clinics.



Clerkship	Year	Code	Duration (weeks)	Credit	ECTS
Community Health and Primary Care	6	MED 606	8	8	10
Educational Language	English (Practical sessions will be conducted in Turkish)				
Course Type	Compulsory				
Course Level	Undergraduate				
Phase II/III Coordinators	Işıl PAKIŞ, MD. Prof. Demet DİNÇ, MD. Instructor				
Hospital Clinical Education Coordinators	Sevgi ŞAHİN, MD. Prof. Özlem AKGÜN DOĞAN, MD. Assoc. Prof. Saygın ABALI, MD. Assoc. Prof.				
Program Coordinators	Pınar TOPSEVER, MD. Prof. Yeşim YASİN, PhD, Assoc. Prof.				
Academic Units & Staff	PUBLIC HEALTH Figen DEMİR, MD, Assoc. Prof. Yeşim YASİN, PhD, Assoc. Prof. FAMILY MEDICINE Pınar TOPSEVER, MD, Prof. Demet DİNÇ, MD, Instructor FORENSIC MEDICINE Işıl PAKIŞ, MD, Prof. Merve BAKIRTAŞ* *Master Program, Acıbadem University, Forensic Sciences				
Course Duration	8 Weeks				
Educational Methods	Practice in Family Health Centers (Aile Sağlığı Merkezleri) and District Health Directorates (İlçe Sağlık Müdürlükleri) and as well as other community-based primary care institutions, e.g. hospice and home-care institutions, migrant health clinics (Göçmen Sağlığı Merkezleri), Anti-TB clinics (Verem Savaş Dispanserleri), elderly homes, and 112 Emergency Command and Control Center. observation of patient journey and care trajectories through case analyses and discussions, critical event analyses structured tutor feed-back sessions reflection sessions, peer education site visits seminars journal clubs health promotion project presentations				
Assessment Methods	Performance assessment via; assessment of student presentations (journal club, seminar and health promotion projects) active attendance as outlined in the log book.				
Course Aims	This community-based medical education program aims to provide an experiential learning and training environment for practice in the primary health care institutions mentioned above. The overall goal is to consolidate knowledge and skills* regarding basic principles of community health and primary and preventive care, as well as the practice of family medicine.				

Learning Outcomes	At the end of this program, interns will be able to: - manage first contacts with patients, dealing with unselected problems, - coordinate care with other healthcare professionals, - act as an advocate for the patient within the social security and health care system, - understand the financial and legal frameworks in which health care is given at the primary care level, - adopt a person-centered approach in dealing with patients and problems in the context of the patient's circumstances, - communicate, set priorities and act in partnership, - value the benefit of continuity of care as determined by the needs of the patient, - accept and manage complexity in clinical and ethical decision-making, - relate specific decision-making processes to the prevalence and incidence of illness in the community, - selectively gather and interpret information from history-taking, physical examination, and investigations and apply it to an appropriate management plan in collaboration with the patient, - observe the effectiveness of certain clinical working principles. e.g. incremental investigation, using time as a tool (watchful waiting-WW) and tolerating uncertainty, - intervene urgently when necessary, - manage conditions that may present early and in an undifferentiated way, - manage simultaneously multiple complaints and pathologies, both acute and chronic health problems in the individual, - promote health and well-being by applying health promotion and disease prevention strategies appropriately, - reconcile the health needs of individual patients and the health needs of the community in which they live in balance with available resources, - analyze and discuss the impact of the local community, including socio-economic factors, geography and culture on health, the workplace and patient care, - use a bio-psycho-social model taking into account cultural and existential dimensions, - investigate and design a strategy to control outbreaks-epidemics, - calculate, interpret and use health indicators, - observe and discuss services delivered by District Health Directorates (İlçe Sağlık Müdürlükleri-İSM), - appraise the impact of policies, laws, and legislation on both, individual and population health
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COMPULSORY TASKS DURING THE PROGRAM

1) Attendance to Seminars, Journal Clubs, Clinical Practice and Workshops in Public Health-Family Medicine:

Attendance to all training activities is a main performance criterion of the internship. Attendance to all seminars and journal clubs, as well as to the practice rotations, site visits and the District Health Directorate and Family Health Center clinical clerkships is mandatory.

2) Outpatient Clinic in a Family Health Unit supervised by a Family Physician (Aile Sağlığı Birimi, Aile Hekimi):

Beginning in the 3rd week of the internship, interns will start consulting at a family health unit outpatient clinic under the supervision of a family physician (field trainer), on average 4 days a week. This part of the internship will primarily focus on clinical experience in general practice out-patient care. Interns have to comply with local working regulations as outlined by the responsible field trainer and are responsible for returning their attendance sheets signed daily by the field trainer to the faculty in charge.

3) Site Visits:

Daily site visits to the institutions mentioned below are organized. Interns are required to present at the visited venue, detailed information on the program will be provided in due course.

- District Health Directorate (İlçe Sağlık Müdürlüğü)
- Istanbul Medical Chamber (İstanbul Tabip Odası, İTO)

4) Practice Rotations:

To observe and experience the practice of community-based health services for vulnerable groups, the interns visit various primary health care institutions mentioned below in small groups.

- Hospice, Chronic and Home Care Facility (ALife)
- Anti-Tuberculosis Clinic (Verem Savaş Dispanseri)
- Migrant Health Center (Göçmen Sağlığı Merkezi)

5) Health Promotion Project for the Community; Aim and Infrastructure:

The aim of this task is to identify and investigate a significant problem within the community, based on observations during the internship. When planning the health promotion project, the interns shall experience the benefit of scientific and analytical thinking to define, better understand, and possibly resolve significant health/health care infrastructure problems in the community.

Subject:

The subject of the health promotion projects should arise from a significant problem within the local community where the interns conduct their practices in primary care.

Tasks and timetable:

Interns are required to form their working groups (WGs) of 2-3 interns each. The final project proposals are to be presented by the WGs at the end of the internship.

The project proposals are required to be;

- shared by oral presentations by the WGs to the whole group and the faculty,
- turned in as written reports to the faculty if asked for.

6) Journal Clubs and Seminars:

Journal clubs and seminars are run by the interns each week. In the first week, interns are assigned seminar topics and/or research study designs. Interns who are assigned to run a journal club have to choose an article from a selection of relevant primary care journals, the list of which is provided in the first week. Journal clubs are critical appraisal sessions of articles, presented by an intern followed by group discussion.

7) Attendance:

Attendance to all seminars (faculty and intern seminars), workshops and journal clubs - as to all activities of the clerkship! - is mandatory.

Useful Information: Training Sites:

Family Health Units- Centers and District Health Directorates:

All Family Health Centers and District Health Directorates attended by the interns are based in the districts of Ümraniye or Küçükçekmece in Istanbul, which are the primary health care research and training regions of ACU SoM as per protocol between Acibadem University and the Local Authorities. Interns will be asked to choose one of the assigned protocol regions and will be informed about their training sites in due course.

Journal Club and Seminar Topics:

Subjects for discussion during lectures, seminars and practice are provided to all students in the first week.

Responsibilities:

- 1) Working hours in the attended health institutions usually are between 08:30 and 17:00 during the weekdays.
- 2) Working hours in the Family Health Units-Family Health Centers will be communicated by field trainers- faculty in charge.
- 3) The consulting family physicians (field trainers) will complete the internship assessment form at the end of the internship based on the evaluation of clinical case management, interaction with patients and community, professionalism and attitude.
- 4) Interns will deliver their assessment forms completed by their field trainer to the Intern Clerkship Coordinator at the end of the internship period.
- 5) The interns who cannot obtain sufficient evaluation will fail and repeat the course.
- 6) The interns should comply with the terms and rules of the visited departments-units, consulting staff and the special requirements asked for by the clinicians-field trainers. Maximum care should be performed in order to keep the patient records unexposed.
- 7) Interns with absenteeism without a valid excuse as defined by regulations, without documentation and/or permission of consulting staff will have compensation on-call duties. Absenteeism over the legal limit will cause a necessity to repeat the internship.
- 8) Maximum care should be performed to comply with hygienic procedures.

Timetable

Week/ Day	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	Orientation Seminars (faculty)	Seminars	Seminars	Seminars	Seminar Journal Club
Week 2	Seminar Journal Club	Seminars	Seminars	Seminar	Seminar
Week 3	Seminar Journal Club	Site visit: District Health Directorate	Site visit: Istanbul Medical Chamber	Clinical Practice Rotations	Clinical Practice Rotations
Week 4	Seminar Journal Club	Clinical Practice Rotations	Clinical Practice Rotations	Clinical Practice Rotations	Clinical Practice Rotations
Week 5	Seminar Journal Club	Clinical Practice Rotations	Anti-TB Clinic	Clinical Practice Rotations	Clinical Practice Rotations
Week 6	Seminar Journal Club	Clinical Practice Rotations	ALife	Clinical Practice Rotations	Clinical Practice Rotations
Week 7	Seminar Journal Club	Clinical Practice Rotations	Clinical Practice Rotations	Clinical Practice Rotations	Clinical Practice Rotations
Week 8	WGs Project Proposal Preparation	WGs Project Proposal Preparation	WGs Project Proposal Preparation	Project Presentations	Project Presentations

Abbreviations

Abbreviations:

ASM: Aile Sağlığı Merkezi

İSM: İlçe Sağlık Müdürlüğü

FHC: Family Health Center

İTO: İstanbul Tabip Odası

PHC: Primary Health Care

VSD: Verem Savaş Dispanseri

GSM: Göçmen Sağlığı Merkezi

TASK TABLE

Name/Surname:	Start Date:	End Date:
Task/Procedure	Date	Responsible Instructor Signature
Health education and counseling (e.g. for breastfeeding, safe motherhood, healthy lifestyle)		
Patient-centered clinical consultation (incl. history taking and physical examination)		
Managing a clinical case in primary care (e.g. unselected patients, watchful waiting, rational use of screening or diagnostic tests, rational prescribing)		
Drawing and interpreting a population pyramid		
Drawing and interpreting an epidemic curve		
Reproductive health counseling		
Well-child follow-up (e.g. growth and thriving interpreted by charts, immunization schedule)		
Critical appraisal of an article or seminar		
Plan and present a health promotion project (group task)		

Suggested Reading:

1. Halk Sağlığı Temel Bilgiler. Prof. Dr. Çağatay Güler, Prof Dr. Levent Akın. Hacettepe Üniversitesi Yayınları, 2012.
2. Türkiye Nüfus ve Sağlık Araştırması Raporu, 2018. Hacettepe Nüfus Etütleri Enstitüsü
3. <https://hsgm.saglik.gov.tr/tr/>
4. <http://sbu.saglik.gov.tr/Ekutuphane/YayinTur/Kitap>
5. WONCA Avrupa Aile Hekimliği-Genel Pratisyenlik Tanımı <http://www.tahud.org.tr/medya/kitaplar/aile-hekimligi-avrupa-tanimi/9>
6. Aile Hekimliği Uygulama Yönetmeliği 2015. <http://ailehekimligi.gov.tr/genel-mevzuat/yoenetmelikler/4058-aile-hekimlii-uygulama-yoenetmelii.html>
7. T.C. S.B. Aile Hekimliği Uygulamasında Önerilen Periyodik Sağlık Muayeneleri Ve Tarama Testleri 2015. https://hsgm.saglik.gov.tr/depo/birimler/Toplum_Sagligi_Hizmetleri_ve_Egitim_Db/Dokumanlar/rehberler/psm_2019.pdf
8. T.C. S.B. Birinci Basamağa Yönelik Tanı Tedavi Rehberleri 2012. http://gaheder.org/upload/dosyalar/tani_tedavi_rehberi_2.pdf
9. Green L.A. et al. The Ecology of Medical Care revisited. N Engl J Med, Vol. 344, No. 26 June 28, 2001. <http://historical.hsl.virginia.edu/kerr/pdf/Ecology%20of%20Med%20Care%20Revisited.pdf>
10. Starfield B. Primary Care and Equity in Health the Importance to Effectiveness and Equity of Responsiveness to Peoples's Needs. Humanity&Society, 2009, Vol. 33. http://www.jhsph.edu/research/centers-and-institutes/johns-hopkins-primary-care-policy-center/Publications_PDFs/A243.pdf
11. Starfield B. et al. Contribution of Primary Care to Health Systems and Health. The Milbank Quarterly, 2003, Volume 83. <http://www.ncbi.nlm.nih.gov/pmc/articles/PMC2690145/pdf/milq0083-0457.pdf>
12. RCGP. Medical Generalism: Impact Report. May 2013 <http://www.rcgp.org.uk/policy/rcgp-policy-areas/~media/Files/Policy/A-Z-policy/Medical-Generalism-Impact-Report-March-2013.ashx>
13. RCGP. Medical Generalism: Why expertise in whole person medicine matters. June 2012 http://www.rcgp.org.uk/policy/rcgp-policy-areas/~media/Files/Policy/A-Z-policy/Medical-Generalism-Why_expertise_in_whole_person_medicine_matters.ashx
14. Hummers-Pradier E, et al., Research Agenda for General Practice /Family Medicine and Primary Health Care in Europe, EGPRN, Maastricht 2009. http://www.egprn.org/files/userfiles/file/research_agenda_for_general_practice_family_medicine.pdf
15. Kringos D. et al. Building Primary Care in a changing Europe. European Observatory on Health Care Systems. http://www.euro.who.int/__data/assets/pdf_file/0011/277940/Building-primary-care-changing-Europe-case-studies.pdf?ua=1



Clerkship	Year	Code	Duration (weeks)	Credit	ECTS
Emergency Medicine	6	MED 607	8	8	10
Educational Language	English (Practical sessions will be conducted in Turkish)				
Course Type	Compulsory				
Course Level	Undergraduate				
Phase II/III Coordinators	Demet DİNÇ MD. Instructor Işıl PAKİŞ, MD. Prof.				
Hospital Clinical Education Coordinators	Sevgi ŞAHİN, MD. Prof. Özlem AKGÜN DOĞAN, MD. Assoc. Prof. Saygın ABALI, MD. Assoc. Prof.				
Program Coordinators	Cem GÜN, MD. Assoc. Prof. Hasan ALDİNÇ, MD. Assoc. Prof. Kamil KAYAYURT MD.				
Academic Units	EMERGENCY MEDICINE				
Course Duration	8 Weeks				
Educational Methods					

Clinical Skills Training.

- CASE Simulation boot camp
- Program content
- 1st day; Altered Mental Status Management
- 2nd day; Multiple Trauma Management
- Focused Assessment with Sonography for Trauma (FAST) Lecture and practice with simulator
- 3rd day; Chest Pain Management, Dyspnea Management
- 4th day; Abdominal Pain Management
- 5th day; Busy Day in the ED

Chaos of the ED is created by standardized patients and simulators.

In the first 3 days of theme-based simulation sessions, instructors play the role of patient's relatives to increase the stress factor of the situation. In the last 2 days, standardized patients are created by real actors and instructors and high- fidelity simulators are used together to improve communication skills and for crisis resource management training.

To enhance the realism, real hospital documentation and laboratory tests are used, such as electrocardiogram, computed tomography and ultrasonography. For crisis resource management training, breaking bad news to agitated patient's relatives added to the scenarios at busy ED. Attend of each simulation session, debriefings are performed by watching the recorded videos. According to their technical and nontechnical skills, participants are evaluated.

Case Discussions (ECG, X-ray reading)

Blended learning

Flipped classroom

Online meetings <https://iem-student.org/2018-edition/download-2018-book/>

Bed Side Training

Department Lecture Day on Tuesdays Student presentations

Assessment Methods

Performance assessment via;

- Portfolio; comprehensive case presentations and reports assessment of student presentations (journal club, seminar and bed side visit) active attendance as outlined in the log book.
- Patient reports recorded by students (Approach to clinical management for cardinal symptoms (Chest pain, abdominal pain, shortness of breath, trauma, vaginal bleeding, orthopedic injuries)
- Attendance to clinics and compliance,
- Midrotation meeting practice-based tutor feed-back to identify strengths and opportunities

Students are evaluated by staff attending emergency physicians with whom they have worked during the period. Criteria utilized to evaluate a student's performance include the following: Patient care, medical knowledge, interpersonal and communication skills, professionalism.

Failure to sign in will be interpreted as absence;

20 % absence requires repeating the course,

Attendance to clinics and compliance,

Competency in Patient care, Case Presentations

Paper/Lecture presentations, Attitude during rounds is measured.

Course Aims

To provide the student with the opportunity to gain experience in assessing a wide range of clinical problems seen in a teaching hospital emergency department (ED);

To improve student's;

Ability to take an accurate and concise history and physical exam in the undifferentiated patient; Undifferentiated emergency patients present with symptoms, not diagnoses.

Ability to generate a comprehensive differential diagnosis ability to consider the worst possible (life- threatening) conditions first.

Ability to develop a differential diagnosis, investigation plan, treatment, and disposition of the undifferentiated patient; technical skills in providing patient care in the ED. communication, collaboration, and Professional skills required for patient care in the ED.

Learning Outcomes

At the end of this program, interns will be able to:

Prioritize life-threatening conditions when evaluating patients.

Obtain a focused and accurate medical history and perform a concise physical examination in undifferentiated patients.

Develop a comprehensive differential diagnosis appropriate to the emergency department setting.

Perform essential emergency procedures (e.g., CPR, endotracheal intubation, defibrillation) safely and effectively.

Demonstrate effective communication, teamwork, and professional behaviors in the delivery of emergency care.

Make appropriate clinical decisions regarding patient discharge and prepare safe and rational prescriptions.

COMPULSORY TASKS DURING THE INTERNSHIP

Attendance to CASE Boot Camp in Emergency Medicine:

The first week of the internship entail a program of boot camp with theoretical and practical emphasis for orientation and preparation purposes.

Emergency Department supervised by an Attending Emergency Physician:

Beginning in the 2nd week of the internship, students will start consulting at an emergency department under the supervision of an attending emergency physician. This part of the internship will primarily focus on clinical experience in emergency medical care. Students have to comply with local working regulations as outlined by the responsible physician and are responsible returning their attendance sheets* to the faculty in charge (*signed daily by the responsible physician).

Journal Clubs and Seminars:

Journal clubs and seminars are run by interns and faculty on Tuesdays, each week. Journal clubs are critical appraisal sessions of articles, presented by a student or faculty member followed by group discussion.

Attendance:

Attendance to CASE Boot Camp and all seminars (faculty and student seminars), workshops and journal clubs – as to all activities of the internship is mandatory.

Useful information:

Training Sites:

Acıbadem Atakent Hospital, (ATAK)

Acıbadem Mehmet Ali Aydınlar University – CASE

Acıbadem Maslak Hospital, (MAS)

Acıbadem Altunizade Hospital, (ATZ)

Responsibilities:

- Working with two shifts in Emergency Department are 08:00am – 17:00pm and 17:00 pm – 08:00am during the weekdays.
- Boot camp days start at 09:00 am in CASE.
- The signature sheet will be available for interns between 08:00am - 08:30am and 17:00pm-17:30 pm during weekdays.
- The internship program for Emergency Department consists of 8 weeks in 4 different periods.
- The interns will work under the supervision of an academic staff and will primarily focus on clinical experience in emergency department.
- The consulting physicians will complete the internship assessment form after 4-weeks course based on evaluation of Clinical case management, Interaction with patient and community, professionalism, personal professional attitude.
- Interns will provide their assessment forms fulfilled by their consultants and deliver to Intern Internship Director at the end of each 4-weeks course.
- The interns who cannot obtain sufficient marks from assessing consultants will fail and repeat the course. Sufficient means that he/she performed at least 60% of the above-mentioned performance.
- The interns should comply with the terms and rules of the Emergency Department, consulting staff, and the special requirements asked by the clinical wards. Maximum care should be performed in order to keep the patient records unexposed.
- Interns with absenteeism without a solid excuse, particularly documented, and/or permission of consulting staff will have compensation on-call duties. Absenteeism more than legal limit will cause the renewal of the course program.
- Maximum care should be performed to comply with hygienic procedures to keep the patients germ-free not only in intensive care units but also in outpatient clinics.

Suggested Reading:

You will have online books and sources in ACU Learning Medical Space MED 607

Tintinalli's Emergency Medicine: A Comprehensive Study Guide, 9th edition 2020.

<https://emergencymedicinecases.com/>

<http://www.ebooksz.com/2015/09/03/download-rosens-emergency-medicine-concepts-and-clinical-practicev-8th-edition/>

<http://www.acilci.net/category/teknik-kategori/yazi-serisi/litfl-ekg-kutuphanesi/>

<http://www.torrentmobz.com/ebooks/43526-goldfranks-toxicologic-emergencies-10-e-goldfranks-toxicologic-emergencies.html>

http://emedicine.medscape.com/emergency_medicine

<http://www.acilci.net/category/teknik-kategori/akademik/kilavuzlar/>

<http://tarascon-emergency-medicine.soft112.com/>

<http://www.aciltip.org/Hbrk-1-Girisimsele-40.html>

Textbook of Pediatric Emergency Medicine https://books.google.com.tr/books/about/Textbook_of_Pediatric_Emergency_Medicine.html?id=a7CqcE1ZrFkC&redir_esc=y

<http://www.aazea.com/book/trauma-a-comprehensive-emergency-medicine-approach/>

<http://accessemergencymedicine.mhmedical.com/book.aspx?bookID=385>

<https://iem-student.org/2018-edition/download-2018-book/>



Clerkship	Year	Code	Duration (weeks)	Credit	ECTS
Simulated Clinical Practice	6	MED 608	1	1	1

Educational Language	English (Practical sessions will be conducted in Turkish)
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Course Type	Compulsory
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Course Level	Undergraduate
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Phase II/III Coordinators	Işıl PAKIŞ, MD. Prof. Demet DİNÇ, MD. Instructor
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Hospital Clinical Education Coordinators	Sevgi ŞAHİN, MD. Prof. Özlem AKGÜN DOĞAN, MD. Assoc. Prof. Saygın ABALI, MD. Assoc. Prof.
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Program Coordinators	Dilek KİTAPÇIOĞLU, MD. Assist. Prof.
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Academic Units	CASE (Center of Advanced Medical Simulation and Education)
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Course Duration	1 Week
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Educational Methods

E- Learning modules for theoretic sessions
Clinical Skills Practice on task trainers
Simulation sessions with high-fidelity manikins and virtual patients in virtual hospital set-up
Debriefing

Assessment Methods

Tutorial feed-back to students about their performances on simulated difficult clinical situations
Reflection and formative assessment

Course Aims

This program aims to;
improve clinical skills for the management of unstable patients, multi-trauma patients and cardiopulmonary arrest in a safe environment,
improve non-technical skills for teamwork and crisis resource management bring in experience by practicing on high fidelity manikins in real -like hospital set -up for management of clinical problems they will encounter frequently in real clinical conditions.

Learning Outcomes

At the end of this program, interns will be able to:
state diagnostic and therapeutic approach to;
cardiopulmonary arrest (adult & pediatric),
multi-trauma patients,
unstable patients (ABCDE approach),
manage crisis situations:
teamwork,
collaboration,

communication,
leadership,
perform technical skills for providing unstable patient care:
advanced airway management,
defibrillation,
needle decompression,
cricothyrotomy,
collar placement,
control of active bleeding,
Iv and IO catheterization.

COMPULSORY TASKS DURING THE PROGRAM

Attendance to:

Skills lab:

Students have to perform the skills under the supervision of educators

Simulation sessions:

Students have to attend all simulation sessions. Everyday regarding to the daily program students perform at different simulated clinical situations. Performances are recorded and at the end of each session educators give feedbacks to the students via observing records.

Debriefing:

Students attend to debriefing sessions and give feedbacks for both their own performances and team members' performances to educators.

Attendance:

Attendance to all lectures, skill lab activities, simulation sessions and debriefing is mandatory.

Responsibilities:

Working hours usually are between 09:30 and 17:30 during the weekdays.

The signature sheets will be signed between 09:00-09:30 and 16:30-17:30 during weekdays.

Interns with absenteeism without a solid excuse, particularly documented, and/or permission of consulting staff will have compensation on-call duties. Absenteeism more than legal limit will cause the renewal of the course program.



Clerkship	Year	Code	Duration (weeks)	Credit	ECTS
Elective Clerkship-1	6	MED 6001	4	4	5
Elective Clerkship-2		MED 6002	4	4	5

Educational Language

English

(Practical sessions will be conducted in Turkish)

Course Type

Compulsory

Course Level

Undergraduate

Phase II/ III Coordinators

Işıl PAKİŞ, MD. Prof.

Demet Dinç MD. Instructor

Hospital Clinical Education Coordinators

Sevgi ŞAHİN, MD. Prof.

Özlem AKGÜN DOĞAN, MD. Assoc. Prof.

Saygın ABALI, MD. Assoc. Prof.

Course Duration

8 Weeks

Course Aims

A sixth-year medical student in Acıbadem University Medical Faculty selects an elective internship where he or she will act as an intern of first year graduate under the supervision of senior house staff and attending physicians.

Learning Outcomes

The clerkship is almost all the time selected by the student upon his/her professional interest and career plan. Thus, the student can experience a glimpse of his/her future career without the burden of full responsibility.

Assessment Methods

At the end of the elective rotation, an Elective Assessment Report must be completed by the Elective Supervisor and returned as soon as possible to Medical School Office of Acıbadem University.

If an Elective Assessment Report is not received the student is deemed to have failed the elective rotation.

Requirements

All Acibadem University Medical students must complete a total of eight-week clinical elective prior to graduating the faculty. An Elective Approval Form must be submitted to School of Medicine with details of the elective that the student is applying for. The interns may complete their Electives in training hospitals or universities in or outside Turkey. For this option, they should previously apply to Dean's Office, request permission at the time period stated by Dean's Office. If the approval is not received, the student must complete the selected Elective in Acibadem University. Further information can be found in the electives guide (Seçmeli Staj Rehberi)