



ACIBADEM
MEHMET ALI AYDINLAR
UNIVERSITY

Medical Electives in Social Responsibility Student Guide

2025 – 2026

Medical Electives In Social Responsibility Coordinator

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Introduction

Welcome to the Social Responsibility Projects elective!

As future physicians, your role extends far beyond diagnosing and treating illnesses; you are also advocates for your communities, leaders in public health, and agents of social change. This course is designed to provide you with the opportunity to engage directly with real-world social and health-related challenges while developing essential professional and personal competencies.

Throughout the semester, you will work individually or in small groups to design, implement, and evaluate a community-based project that addresses a specific social or health need. You will explore how social determinants such as education, environment, income, and access to healthcare shape people's well-being and discover ways to make meaningful contributions.

This elective also emphasizes the values of empathy, civic responsibility, and health advocacy. By working closely with communities and stakeholders, you will gain insights into diverse social contexts and strengthen your ability to collaborate effectively across disciplines.

By the end of the course, you will not only have contributed to solving a real-world problem but also enhanced your skills in leadership, teamwork, ethical decision-making, and communication essential attributes for becoming a compassionate and socially responsible physician.

Courses and Projects (2025 – 2026)

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

***MESR 206**-Medical Cultural Heritage of Istanbul

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

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

***MESR 212**-Climate & Health Education: Student-Developed Teaching Materials for Faculty"

***MESR 214**-Development of Caregiving Education Modules for Caregivers of Individuals with Rett Syndrome: Simulation-Based and Online Training Program for Families"

***MESR 216**-Domestic Violence Awareness in Healthcare

***MESR 218**-Development of Training activities for Patients, Caregivers, and Patient Associations"

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

***MESR 222**-Development of Health Literacy, Care Navigation, and Diagnosis Kits for Individuals with Muscular Diseases"

Course Objectives

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

- Define the principles of social responsibility
- Identify the health and social needs of specific communities.
- Explain the importance of ethical awareness in community-based work
- Assess the needs, priorities, and resources of the community
- Demonstrate teamwork, communication, and leadership skills
- Implement a community health or social support project in collaboration with stakeholders
- Critically evaluate the outcomes and societal impact of the project
- Strengthen civic engagement and health advocacy competencies
- Contribute to institutional and national strategic goals

Project Selection and Approval

- Students will choose from a list of pre-announced projects provided by the course coordinators.
- All available projects, including their objectives, target populations, and expected outcomes, will be announced at the beginning of the semester.
- Students will be required to make their project selections within the specified time frame.
- Allocation of students to projects will be finalized based on availability, student preferences, and project quotas.
- Final approval and placement will be managed by the course coordinators.

Roles and Responsibilities

Students

- Work individually or in small groups.
- Maintain professional conduct and adhere to ethical guidelines.
- Communicate effectively with project stakeholders and community partners.

Instructors / Coordinators

- Provide project supervision and mentorship.
- Facilitate connections with relevant community organizations.
- Support students in overcoming project-related challenges.

Assessment and Evaluation

- Assessment methods and grading criteria will be determined based on the specific syllabus of the selected project.
- Each project will have its own objectives, activities, and expected deliverables, which will be announced at the beginning of the semester.
- Students will be evaluated according to the requirements outlined in the syllabus of their chosen project.
- Attendance and active participation are mandatory and will be included as part of the assessment process.



Medical Electives in Social Responsibility – I (MESR)

Course Name	Sustainable Plate: Reducing Carbon and Water Footprint in School and University Cafeterias
Course Code	MESR-204
Course Type	Elective
Medium Of Instruction	English
Year/Semester	Year 2 / Spring 2025
Course coordinator	Murat Bař
Co-instructors	Cansu Gençalp, Gizem Köse

Supported Course Basic Objective(s)

(Please, tick the relevant boxes below. If you have additional objectives, please write them in the field provided.)

	Course Objectives	
1	Define the principles of social responsibility.	✓
2	Identify the health and social needs of specific communities.	✓
3	Explain the importance of ethical awareness in community-based work.	✓
4	Assess the needs, priorities, and resources of the community.	✓
5	Demonstrate teamwork, communication, and leadership skills.	✓
6	Implement a community health or social support project in collaboration with stakeholders.	✓
7	Critically evaluate the outcomes and societal impact of the project.	✓
8	Strengthen civic engagement and health advocacy competencies.	✓
9	Contribute to institutional and national strategic goals.	✓
10	Other objective(s): (Please specify any additional course-specific learning outcomes)	

<p>Course quota <i>(Please specify the minimum and maximum number of students who can enroll in this course.)</i></p> <p>Minimum number of students required to open the course: 5</p> <p>Maximum number of students allowed in the course: 10</p>	<p>Year(s) and Semester(s) <i>(Please mark ✓ for the year(s) and semester(s) in which the course will be offered.)</i></p> <table border="1" data-bbox="703 367 1505 618"> <thead> <tr> <th data-bbox="703 367 906 421">Year</th> <th data-bbox="906 367 1161 421">Fall Semester</th> <th data-bbox="1161 367 1505 421">Spring Semester</th> </tr> </thead> <tbody> <tr> <td data-bbox="703 421 906 521">Year 2</td> <td data-bbox="906 421 1161 521"></td> <td data-bbox="1161 421 1505 521">✓</td> </tr> <tr> <td data-bbox="703 521 906 618">Year 3</td> <td data-bbox="906 521 1161 618"></td> <td data-bbox="1161 521 1505 618"></td> </tr> </tbody> </table>	Year	Fall Semester	Spring Semester	Year 2		✓	Year 3		
Year	Fall Semester	Spring Semester								
Year 2		✓								
Year 3										

Prerequisite of the course
(Please indicate if there are any course prerequisites.)

None

Course description

This course aims to engage students in evaluating **carbon footprint (CO₂e)** and **water footprint (L/kg)** associated with meals served in school and university cafeterias. Students will analyze environmental impacts, identify major contributors, and develop evidence-based strategies to reduce the ecological footprint of institutional dining environments.

Throughout the semester, students will:

- Conduct environmental footprint assessments of selected cafeterias,
- Evaluate food choices in relation to sustainability and public health,
- Design low-impact menu alternatives,
- Implement pilot interventions to reduce food waste and promote more sustainable consumption,
- Prepare educational materials to increase awareness among students and cafeteria staff.

Key components include:

- **Target audience:** school students, university students, cafeteria personnel
- **Problem:** high carbon/water impact meals and food waste
- **Expected outcomes:** environmental impact reports, sustainable menu designs, educational infographics
- **Societal relevance:** supports SDG 2, 3, 6, 12, and 13 through measurable sustainability actions
- **Evaluation:** footprint analysis, reports, presentations, and fieldwork performance

Planned product(s) of the course

Students will submit the following final products:

- Carbon and water footprint analysis report of the cafeteria menu
- “Sustainable Plate” posters, infographics, and environmental labels
- Low-impact alternative menu proposal
- Food waste measurement results and intervention plan
- Pilot implementation summary
- Final presentation and full project dossier

*[By foregrounding themes such as human dignity, human rights, justice, equality, segregation, and stigmatization, this course aims to contribute to Türkiye’s alignment with the **Sustainable Development Goals**, particularly 3. Good Health and Well-Being, 4. Quality Education, 7. Affordable and Clean Energy, 9. Industry, Innovation and Infrastructure, 11. Sustainable Cities and Communities, 13. Climate Action]*

Assessment and evaluation plan of the course

20% – Participation and engagement

- Fieldwork involvement, meetings, observation notes

25% – Midterm Report (Preliminary Footprint Analysis)

- Data collection, menu analysis, problem identification

35% – Final Project Report

- Comprehensive analysis, recommendations, sustainability plan

20% – Final Presentation and Visual Materials

- Posters, infographics, labeling prototypes

Weekly Course Plan

WEEK	PLANNED ACTIVITIES
1	Course Introduction & Overview of Social Responsibility in Medicine The concept of social responsibility in healthcare; ethics, professionalism, and public trust. The first lecture of the course will be conducted jointly for all sections/branches.
2	Carbon and water footprint education; data sources and methodology
3	Collection of cafeteria menus and ingredient lists
4	Carbon and water footprint calculations
5	Field Visit I: cafeteria observation and data collection
6	Classification of high/medium/low impact menu items
7	Workshop on visual design: posters, labels, infographics
8	Submission of midterm report and instructor feedback
9	Planning the "Sustainable Menu Day" pilot
10	Field Visit II: implementing the pilot program
11	Food waste measurement and analysis
12	Developing improvement strategies
13	Preparing the final project report
14	Final presentations and course evaluation



Medical Electives in Social Responsibility – I (MESR)

Course Name	Medical Cultural Heritage of Istanbul
Course Code	MESR-206
Course Type	Elective
Medium Of Instruction	English
Year/Semester	Year 2 / Spring 2025
Course coordinator	Prof. Dr. Fatih Artvinli
Co-instructors	

Supported Course Basic Objective(s)

(Please, tick the relevant boxes below. If you have additional objectives, please write them in the field provided.)

Course Objectives		
1	Define the principles of social responsibility.	✓
2	Identify the health and social needs of specific communities.	✓
3	Explain the importance of ethical awareness in community-based work.	✓
4	Assess the needs, priorities, and resources of the community.	
5	Demonstrate teamwork, communication, and leadership skills.	✓
6	Implement a community health or social support project in collaboration with stakeholders.	
7	Critically evaluate the outcomes and societal impact of the project.	
8	Strengthen civic engagement and health advocacy competencies.	✓
9	Contribute to institutional and national strategic goals.	✓
10	Other objective(s): (Please specify any additional course-specific learning outcomes)	By the end of the course, students will be able to: 1- Identify the multicultural foundations (Ottoman, Armenian, Greek, Jewish, Levantine) of Istanbul's medical history. 2- Analyze the relationship between historical "Vakıf" (foundation) culture and modern social responsibility in medicine. 3- Document and archive oral histories or visual

records of at-risk medical heritage sites.
4- Produce public-facing digital content to raise awareness about medical humanism and urban memory among their peers.

Course quota *(Please specify the minimum and maximum number of students who can enroll in this course.)*

Minimum number of students required to open the course: 5

Maximum number of students allowed in the course: 10

Year(s) and Semester(s) *(Please mark ✓ for the year(s) and semester(s) in which the course will be offered.)*

Year	Fall Semester	Spring Semester
Year 2		✓
Year 3		

Prerequisite of the course

(Please indicate if there are any course prerequisites.)

None.

Course description

(Please describe the overall aim and content of the course. Outline the key elements students should address while implementing their social responsibility projects, including the target audience, the problem being addressed, expected outcomes, and overall relevance.)

This course is designed as a social responsibility project aimed at bridging the gap between modern medical education and the deep cultural roots of medical practice in Istanbul. As emphasized in the context of medical humanism, 21st-century medicine risks becoming purely technical if disconnected from the human and historical environment.

Istanbul serves as a unique laboratory where medical institutions of diverse cultures (Byzantium, Ottoman, Turkish, Greek, Armenian, Jewish, European) have shaped the city's "health ecology" for centuries. However, this memory is fading. In this course, students will step out of the classroom to actively explore, document, and interpret these spaces.

The project component focuses on "Preservation of Memory." Students will visit active historical hospitals (such as Balıklı Rum, Lape, Surp Pırgıç, Bakırköy, Or-Ahayım, Haseki, Zeynep Kamil etc) and old cultural ruins/buildings (such as Süleymaniye Darüşşifası, Heybeliada Sanatoryumu, Pantacrator etc) to analyze how these institutions served the community historically and how they function today.

Target Audience: Medical students and the wider healthcare community.

Expected Outcome: To cultivate "emotional intelligence" and empathy in future doctors by connecting them with the history of care, and to organize a special day where "Medical Cultural Heritage" presentations will be shared with the faculty.

[By foregrounding themes such as human dignity, human rights, justice, equality, segregation, and stigmatization, this course aims to contribute to Türkiye's alignment with the **Sustainable Development Goals**, particularly: 3. Good Health and Well-Being, 4. Quality Education]

Planned product(s) of the course

(Please indicate the final output(s) students are expected to produce as part of the course. This may include reports, presentations, infographics, videos, or any other documented project outcome.)

Students will work in pairs to produce the following:

1. "Medical Cultural Heritage/Memory" Presentation: A series of digital/printed posters. Each entry must document one specific historical site visited, highlighting its architectural features, a historical figure (doctor/patient), and its contribution to Istanbul's culture.

2. A Reflective Field Report: A written report evaluating the current state of the medical heritage sites visited, discussing the importance of medical cultural heritage in healthcare, and proposing ideas for their preservation.

Assessment and evaluation plan of the course (Please describe how students will be assessed throughout the course. Be sure to include the final product(s), participation, and other relevant components. Indicate percentage weights if possible.)

This course will be assessed on a **Pass/Fail** basis. Students must complete all components to receive a passing grade (minimum 60/100). **Attendance:** Active participation in weekly field trips is mandatory to receive a passing grade.

Evaluation will consider the following components:

"Medical Cultural Heritage/Memory" Presentation (50%): Evaluated based on the quality of the visual presentation (posters), historical accuracy, and the ability to convey the cultural significance of the chosen site.

Reflective Field Report (50%): Evaluated based on the depth of the written analysis regarding the current condition of the heritage sites and the critical thinking displayed in the preservation proposals.

Assessment Component	Weight	Evaluation Criteria
"Medical Cultural Heritage/Memory" Presentation	50%	- Quality and clarity of visual presentation (poster design, organization, and creativity) - Historical accuracy and use of reliable sources - Ability to effectively communicate the cultural and medical significance of the chosen site
Reflective Field Report	50%	- Depth of written analysis regarding the current condition of the heritage site - Critical thinking and originality in the preservation proposals - Clarity, structure, and academic writing quality

Weekly Course Plan

WEEK	PLANNED ACTIVITIES
1	Course Introduction & Overview of Social Responsibility in Medicine The concept of social responsibility in healthcare; ethics, professionalism, and public trust. The first lecture of the course will be conducted jointly for all sections/branches.
2	Introduction and Methodology: Reading the Medical City. Introduction to the concepts of Medical Cultural Heritage and Social Responsibility. Overview of the semester's logistics. How to research medical history? Briefing on the "Heritage Memory" presentation requirements and ethical considerations in medical museology.
3	Field Trip 1: The Walls of History (Yedikule). a) Iatros and Hospital: Visit to Yedikule Surp Pırgıç Armenian Hospital (Focus: History of Psychiatry, addiction treatment, and Minority Foundations). b) Water and Healing. Visit to Balıklı Greek Hospital and the Holy Spring (Ayazma). Discussion on water, geriatrics, and the continuity of care sites. c) Nature and Medicine. Visit to Zeytinburnu Medicinal Plants Garden. Introduction to traditional pharmacology and botany in medical history.
4	Discussion and Evaluation of Field Trip 1
5	Field Trip 2: From Pantocrator to Süleymaniye. Walking tour from Pantocrator Monastery (Zeyrek) to Süleymaniye Külliye. Comparative analysis of Byzantine Xenon architecture and Ottoman Darüüşşifa. Visit to the Süleymaniye Manuscript Library to view historical medical manuscripts.
6	Discussion and Evaluation of Field Trip 2
7	Field Trip 3: Medical Pera & Modernity. A walking tour of Beyoğlu. a) Visits to historical pharmacies (e.g., Rebul, Kanzuk). b) Visits to European hospitals (German, Sen Jorj, Italian, French, British) to discuss Western influence. c) Visits to Galatasaray as a medical school heritage.
8	Discussion and Evaluation of Field Trip 3
9	Project Design Workshop. Students select their specific topics/hospitals for the final project. Review of photos and notes collected so far.
10	Field Trip 4: Princes' Islands and Sanatoriums. Visit to Heybeliada Sanatorium (and the island environment). Discussion on islands as places of healing/exile, climatotherapy, and humoral pathology (the relationship between air, psyche, and somatic health).
11	Discussion and Evaluation of Field Trip 4
12	Workshop: Content Development & Project Design. Students consolidate their findings. Selection of specific "Heritage Memory" topics. Drafting texts for posters and reviewing visual materials with the instructor.
13	Project Finalization. Final review of the presentation materials. Ensuring historical accuracy and ethical respect for the institutions.
14	Final Presentation. A special day where students present their "Medical Cultural Heritage" posters and findings to the faculty.



Medical Electives in Social Responsibility – I (MESR)

Course Name	Social Media Ethics for Medical Students	
Course Code	MESR-208	
Course Type	Elective	
Medium Of Instruction	English	
Year/Semester	Year 2 / Spring 2025	
Course coordinator	Ceren Gülser İlikan Rasimoğlu	
Co-instructors		
Supported Course Basic Objective(s) (Please, tick the relevant boxes below. If you have additional objectives, please write them in the field provided.)		
Course Objectives		
1	Define the principles of social responsibility.	✓
2	Identify the health and social needs of specific communities.	✓
3	Explain the importance of ethical awareness in community-based work.	✓
4	Assess the needs, priorities, and resources of the community.	✓
5	Demonstrate teamwork, communication, and leadership skills.	✓
6	Implement a community health or social support project in collaboration with stakeholders.	✓
7	Critically evaluate the outcomes and societal impact of the project.	✓
8	Strengthen civic engagement and health advocacy competencies.	✓
9	Contribute to institutional and national strategic goals.	✓
10	Other objective(s): (Please specify any additional course-specific learning outcomes)	By the end of the course, students will be able to: 1. Explain key ethical principles regarding patient privacy in medical practice. 2. Identify common privacy violations on social media and propose solutions. 3. Design digital campaigns or projects to educate peers and the

- public about protecting patient confidentiality.
4. Evaluate the effectiveness of awareness campaigns in promoting ethical behavior online.
 5. Reflect on their personal responsibility as future healthcare professionals in upholding patient privacy.

Course quota *(Please specify the minimum and maximum number of students who can enroll in this course.)*

Minimum number of students required to open the course: 5

Maximum number of students allowed in the course: 10

Year(s) and Semester(s) *(Please mark ✓ for the year(s) and semester(s) in which the course will be offered.)*

<i>Year</i>	<i>Fall Semester</i>	<i>Spring Semester</i>
<i>Year 2</i>		✓
<i>Year 3</i>		

Prerequisite of the course

(Please indicate if there are any course prerequisites.)

None

Course description

(Please describe the overall aim and content of the course. Outline the key elements students should address while implementing their social responsibility projects, including the target audience, the problem being addressed, expected outcomes, and overall relevance.)

This course is designed as a social responsibility project with the aim of strengthening medical students' ethical awareness regarding the use of social media in professional contexts. Today, social media platforms are

increasingly utilized in healthcare communication; however, improper or irresponsible use may lead to serious issues such as violations of patient rights, misinformation, and the erosion of public trust in the medical profession. In this regard, the course provides students with the opportunity to examine national and international ethical guidelines and encourages them to critically evaluate selected examples with reference to these guidelines. In doing so, the course supports students in developing professional attitudes and behaviors in digital environments.

As a community-engaged learning experience, students will collaborate with a non-governmental organization or a communication expert, and discuss the societal implications of ethical practices related to the use of social media in healthcare. Through this interaction, students will analyze which aspects of the cases constitute ethical breaches in light of existing guidelines, then design an educational message and implement a social responsibility project directed toward their peers, the future physicians.

The target audience of the project is medical students enrolled at the same institution. The expected outcome of the project is to enhance ethical sensitivity regarding digital conduct in healthcare, to strengthen civic responsibility, and to foster a sustainable ethical culture that can be shared through peer education.

*[By foregrounding themes such as human dignity, human rights, justice, equality, segregation, and stigmatization, this course aims to contribute to Türkiye's alignment with the **Sustainable Development Goals**, particularly: 3. Good Health and Well-Being, 4. Quality Education, 5. Gender Equality, 6. Reduced Inequalities.]*

Planned product(s) of the course

(Please indicate the final output(s) students are expected to produce as part of the course. This may include reports, presentations, infographics, videos, or any other documented project outcome.)

Students will work in small groups to produce the following:

1. A peer-education presentation on social media ethics in medicine,
or

A set of informative, awareness-raising visual materials (e.g., slides, infographics) to be shared with fellow medical students,
(%50 of the total grade)

2. A brief final report reflecting on stakeholder input, ethical dilemmas discussed, and the overall impact of the project.
(%50 of the total grade)

[These products will serve both as evidence of students' critical engagement with national and international ethical guidelines and as tools for peer education on digital professionalism in medicine. All outputs will aim to promote ethical awareness and responsible online behavior in the medical community, reflecting both professional values and social accountability.]

Assessment and evaluation plan of the course *(Please describe how students will be assessed throughout the course. Be sure to include the final product(s), participation, and other relevant components. Indicate percentage weights if possible.)*

This course will be assessed on a **Pass/Fail** basis and emphasizes both active participation and meaningful contribution to a **social responsibility project**. Students must complete all components to receive a passing grade (60/100). Emphasis will be placed on teamwork, responsibility, and public impact.

Evaluation will consider the following components:

Project Outputs (presentation or visual materials) (50%):

Criteria	Description	Weight
Content Accuracy	Addresses key ethical risks related to medical professionals' social media use; information is accurate, up-to-date, and aligned with ethical guidelines.	25%
Clarity	Main educational messages are clearly articulated, easy to understand, and suitable for peer education.	15%
Practical Recommendations	Provides practical recommendations and concrete examples that peers can apply in real-life social media use.	15%
Visual Quality	Slides, infographics, or other materials are visually coherent, well-organized, and pedagogically effective.	20%
Communication	Effectiveness of presentation delivery: engagement, structure, clarity	25%

Final Report (50%):

Criteria	Description	Weight
Project Evaluation	Assesses how effectively the report integrates and reflects on feedback or perspectives, and how these shaped the project's direction and conclusions.	25%
Analysis of Practices	Critically examines examples of social media use by healthcare professionals.	25%
Connection to Ethics	Explains how ethical frameworks inform the project, behaviors observed, and recommendations proposed.	25%
Societal Relevance & Reflection	Discusses the broader implications of ethical social media use for public trust, healthcare professionalism, and community well-being.	25%

Weekly Course Plan

WEEK	PLANNED ACTIVITIES
1	Course Introduction & Overview of Social Responsibility in Medicine The concept of social responsibility in healthcare; ethics, professionalism, and public trust. The first lecture of the course will be conducted jointly for all sections/branches.
2	Social Media in Medicine: Opportunities and Ethical Challenges The use of digital platforms in medical communication; boundaries between personal and professional identity. Analyze recent examples of social media use by healthcare professionals.
3	Patient Privacy and Confidentiality Core ethical principles, HIPAA/GDPR and Turkish legal context, the right to privacy, case studies of privacy violations Review and discuss national and international codes of conduct (e.g., GMC, AMA, TTB), Evaluate sample posts and identify potential ethical and legal risks.
4	Identifying Ethical Breaches Online Misinformation, and professional misconduct on social media. Group discussion and ethical mapping of selected real-life cases.
5	Ethical Challenges & Project Foundations Finalize project groups (max 5 groups) and select the specific project focus (the problem they will address).
6	Project Design I: Needs Assessment & Proposals Target audience analysis (medical students), defining clear project objectives. Groups present a brief initial proposal and receive focused instructor feedback.
7	Project Design II: Stakeholder & Strategy Guest//NGO Session: Workshop with a partner or expert on ethics / communication design. Groups refine their strategy.
8	Designing Awareness Campaigns Defining objectives, framing effective messages. Create initial campaign proposal focusing on patient privacy awareness.
9	Content Development: Draft & Review Groups develop initial drafts of their peer-education tool (visuals, presentation, etc.). Review of draft content for ethical accuracy, clarity, and professionalism. Discussion on managing digital boundaries in their materials. Instructor provides feedback to each group.
10	Content Development II: Finalizing all content. Planning the logistical details of the awareness session/material distribution (e.g., contacting peers, choosing platform).
11	Community Engagement & Implementation Groups conduct their first awareness session or officially share their campaign materials with their target audience (peers).

12	Feedback Collection & Reflection Refining the peer-education tool based on feedback and completing the final version. Instructor available for consultation.
13	Project Finalization Structuring the final report. Outlining how to connect the project to ethical theory and documenting stakeholder input/societal relevance.
14	Project Presentation & Evaluation Groups present their final materials and discuss project impact. Submission of the Final Report. The last lecture of the course (project presentations) will be conducted jointly for all sections/branches.



Medical Electives in Social Responsibility – I (MESR)

Course Name	“Healthy Breath ” Smoking Awareness and Behavior Change Project
Course Code	MESR-210
Course Type	Elective
Medium Of Instruction	English
Year/Semester	Year 2 / Spring 2025
Course coordinator	Çağlar Çuhadaroğlu
Co-instructors	Nilufer Aykaç, Gülseren Sağcan, Burcu Babaoğlu

Supported Course Basic Objective(s)

(Please, tick the relevant boxes below. If you have additional objectives, please write them in the field provided.)

Course Objectives		
1	Define the principles of social responsibility.	✓
2	Identify the health and social needs of specific communities.	✓
3	Explain the importance of ethical awareness in community-based work.	✓
4	Assess the needs, priorities, and resources of the community.	✓
5	Demonstrate teamwork, communication, and leadership skills.	✓
6	Implement a community health or social support project in collaboration with stakeholders.	✓
7	Critically evaluate the outcomes and societal impact of the project.	✓
8	Strengthen civic engagement and health advocacy competencies.	✓
9	Contribute to institutional and national strategic goals.	✓
10	Other objective(s): (Please specify any additional course-specific learning outcomes)	Promote positive health behavior change and support smoke-free environments among healthcare workers.

<p>Course quota <i>(Please specify the minimum and maximum number of students who can enroll in this course.)</i></p> <p>Minimum number of students required to open the course: 4</p> <p>Maximum number of students allowed in the course: 12</p>	<p>Year(s) and Semester(s) <i>(Please mark ✓ for the year(s) and semester(s) in which the course will be offered.)</i></p> <table border="1" data-bbox="730 365 1533 616"> <thead> <tr> <th data-bbox="730 365 933 421">Year</th> <th data-bbox="933 365 1187 421">Fall Semester</th> <th data-bbox="1187 365 1533 421">Spring Semester</th> </tr> </thead> <tbody> <tr> <td data-bbox="730 421 933 517">Year 2</td> <td data-bbox="933 421 1187 517"></td> <td data-bbox="1187 421 1533 517">✓</td> </tr> <tr> <td data-bbox="730 517 933 616">Year 3</td> <td data-bbox="933 517 1187 616"></td> <td data-bbox="1187 517 1533 616"></td> </tr> </tbody> </table>	Year	Fall Semester	Spring Semester	Year 2		✓	Year 3		
Year	Fall Semester	Spring Semester								
Year 2		✓								
Year 3										

Prerequisite of the course
(Please indicate if there are any course prerequisites.)

Non Smoker student is available for this course

Course description
(Please describe the overall aim and content of the course. Outline the key elements students should address while implementing their social responsibility projects, including the target audience, the problem being addressed, expected outcomes, and overall relevance.)

Course Description

This project focuses on addressing smoking behavior among healthcare workers in a hospital setting. Although healthcare professionals are expected to be role models in promoting healthy lifestyles, smoking remains prevalent among some staff and is frequently observed in hospital outdoor areas.

The project aims to:

- Raise awareness of the health risks of smoking, including secondhand exposure.
- Emphasize the contradiction between healthcare service and smoking behavior.
- Promote supportive, non-judgmental strategies to encourage behavior change.
- Protect the hospital environment, patients, staff, and visitors from tobacco smoke.

Students will conduct field observations, needs assessments, educational activities, awareness campaigns, and supportive communication sessions. Project outcomes are expected to contribute to a healthier and smoke-free hospital environment. Key elements to be addressed in the projects:

- Target audience: Healthcare workers in hospital settings
- Problem being addressed: High prevalence of smoking among healthcare workers and the visibility of smoking behavior in hospital outdoor areas,
- Expected outcomes: Increased awareness of smoking-related health risks,

- Relevance: Supports public health goals, improves hospital environmental health, enhances patient and visitor safety

*[By foregrounding themes such as human dignity, human rights, justice, equality, segregation, and stigmatization, this course aims to contribute to Türkiye's alignment with the **Sustainable Development Goals**, particularly:3. Good Health and Well-Being, 4. Quality Education,12. Responsible Consumption and Production,15. Life on Land]*

Planned product(s) of the course

(Please indicate the final output(s) students are expected to produce as part of the course. This may include reports, presentations, infographics, videos, or any other documented project outcome.)

- Awareness Posters and Visual Campaign Material (via Digital and local social media groups)
- Smoking Awareness Survey & Data Analysis Report
- Group Presentation to Hospital Administration
- Short Social Media-Compatible Awareness Video
- Final Project Reflection Report

Assessment and evaluation plan of the course *(Please describe how students will be assessed throughout the course. Be sure to include the final product(s), participation, and other relevant components. Indicate percentage weights if possible.)*

Component*	Description	Weight
Participation & Attendance	Active involvement in course sessions and project meetings	15%
Needs Assessment Report	Conducting observations, survey data collection, and analysis	20%
Student-Led Educational Session	Preparing and delivering a short awareness talk / counseling / group education session to healthcare workers	20%
Awareness Campaign Materials	Posters, visual media, or informational materials created	15%
Final Presentation to Stakeholders	Presentation and communication of project outcomes	15%
Final Reflection & Impact Report	Critical evaluation of project process and results	15%

Weekly Course Plan

Week	Planned Activities
1	Course Introduction & Overview of Social Responsibility in Medicine The concept of social responsibility in healthcare; ethics, professionalism, and public trust. The first lecture of the course will be conducted jointly for all sections/branches.
2	Introduction to the course. Overview of smoking in healthcare settings and its impact on health and institutional image. Discussion of project goals. Training for students on health education and motivational communication (how to talk about smoking without judgment).
3	Students prepare their educational session : key messages, slides/poster drafts, short verbal script practice.
4	Student-Led Educational Sessions : Students deliver short awareness talks to small groups of healthcare workers. Feedback and reflection.
5	Field observations in hospital outdoor areas and staff rest zones to identify smoking patterns and environmental factors.
6	Needs assessment surveys/interviews with healthcare workers regarding smoking behavior and attitudes.
7	Data collection completion and preliminary analysis.
8	Interpretation of survey/observation results; identifying priority messages for the awareness campaign.
9	Designing awareness materials (posters, infographics, short video storyboard).
10	Production and finalization of campaign materials.
11	Implementation of awareness campaign across hospital areas (posters, info stands, QR code info cards).
12	Follow-up conversations / reinforcing messages (supportive brief talks).
13	Preparation of final presentation and final project report.
14	Presentation to hospital administration & end-of-project reflection discussion.



Medical Electives in Social Responsibility – I (MESR)

Course Name	Climate & Health Education: Student-Developed Teaching Materials for Faculty
Course Code	MESR-212
Course Type	Elective
Medium Of Instruction	English
Year/Semester	Year 2 / Spring 2025
Course coordinator	Serdar Beken
Co-instructors	Demet Koç

Supported Course Basic Objective(s)

(Please, tick the relevant boxes below. If you have additional objectives, please write them in the field provided.)

Course Objectives		
1	Define the principles of social responsibility.	✓
2	Identify the health and social needs of specific communities.	✓
3	Explain the importance of ethical awareness in community-based work.	✓
4	Assess the needs, priorities, and resources of the community.	✓
5	Demonstrate teamwork, communication, and leadership skills.	✓
6	Implement a community health or social support project in collaboration with stakeholders.	✓
7	Critically evaluate the outcomes and societal impact of the project.	✓
8	Strengthen civic engagement and health advocacy competencies.	✓
9	Contribute to institutional and national strategic goals.	✓
10	Other objective(s): (Please specify any additional course-specific learning outcomes)	Develop evidence-based educational materials to support faculty awareness and curriculum integration of climate and health content.

<p>Course quota <i>(Please specify the minimum and maximum number of students who can enroll in this course.)</i></p> <p>Minimum number of students required to open the course: ____ 2 ____</p> <p>Maximum number of students allowed in the course: ____ 5 ____</p>	<p>Year(s) and Semester(s) <i>(Please mark ✓ for the year(s) and semester(s) in which the course will be offered.)</i></p> <table border="1" style="width: 100%; text-align: center;"> <thead> <tr style="background-color: #4a7ebb; color: white;"> <th style="padding: 5px;">Year</th> <th style="padding: 5px;">Fall Semester</th> <th style="padding: 5px;">Spring Semester</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">Year 2</td> <td style="background-color: black; width: 50px; height: 30px;"></td> <td style="padding: 5px;">✓</td> </tr> <tr> <td style="padding: 5px;">Year 3</td> <td style="width: 50px; height: 30px;"></td> <td style="background-color: black; width: 50px; height: 30px;"></td> </tr> </tbody> </table>	Year	Fall Semester	Spring Semester	Year 2		✓	Year 3		
Year	Fall Semester	Spring Semester								
Year 2		✓								
Year 3										

Prerequisite of the course
(Please indicate if there are any course prerequisites.)

There is no formal prerequisite for this course. However, it is recommended for students who have a strong interest in climate change, planetary health, and curriculum development. High motivation to contribute to faculty engagement and curricular improvement is expected. Students enrolled in this course will also take part in the institutional Planetary Health Card data collection and reporting group, contributing to the monitoring of sustainability and planetary health indicators within the faculty.

Course description
(Please describe the overall aim and content of the course. Outline the key elements students should address while implementing their social responsibility projects, including the target audience, the problem being addressed, expected outcomes, and overall relevance.)

This course aims to empower medical students to take an active role in the integration of climate change and health topics into the medical curriculum. Students will research and synthesize key evidence about climate-related health risks, and design educational materials aimed at faculty development. These materials (infographics, short presentations, educational handouts, etc.) will be used to support faculty awareness and stimulate curriculum change. The course promotes student-faculty collaboration and encourages advocacy in academic spaces. Students may collaborate with civil society organizations working in climate and health education in Türkiye, depending on project needs and partner availability. These collaborations, when applicable, will provide additional expert guidance and resources to support the development of educational materials. In addition, students will work collaboratively with relevant academic departments to support the faculty’s long-term goal of integrating climate and planetary health content into the medical curriculum in the following academic year.

This course directly supports the faculty’s strategic goal of integrating climate and planetary health into the medical curriculum for the upcoming academic year.

Key elements to be addressed in the projects:

- **Target audience:** Medical school faculty members

- **Problem being addressed:** Lack of awareness and teaching materials related to climate change and health
- **Expected outcomes:** Development and dissemination of educational materials for faculty
- **Relevance:** Supports institutional sustainability goals and medical education reform

*[By foregrounding themes such as human dignity, human rights, justice, equality, segregation, and stigmatization, this course aims to contribute to Türkiye's alignment with the **Sustainable Development Goals**, particularly: 3. Good Health and Well-Being, 4. Quality Education,7.Affordable and Clean Energy,9. Industry, Innovation and Infrastructure,11. Sustainable Cities and Communities,13. Climate Action]*

Planned product(s) of the course

(Please indicate the final output(s) students are expected to produce as part of the course. This may include reports, presentations, infographics, videos, or any other documented project outcome.)

- Evidence-based slide sets or infographics for use in faculty training
- Educational brochures or handouts
- Short video clips or recorded presentations
- Student reflection reports
- Project impact report to be submitted to the curriculum committee

Assessment and evaluation plan of the course *(Please describe how students will be assessed throughout the course. Be sure to include the final product(s), participation, and other relevant components. Indicate percentage weights if possible.)*

This course will be assessed on a **Pass/Fail** basis. Students must complete all components to receive a passing grade (minimum 60/100)

Component	Description	Weight
Participation	Active engagement in weekly discussions and group work	20%
Project proposal	Written plan outlining target audience, goals, and format	15%
Final product(s)	Submitted educational materials	30%
Faculty presentation	Delivery of material to target group and feedback integration	20%
Reflective report	Individual reflection on the learning process	15%

Weekly Course Plan

Note: Throughout the course, students will also collaborate with relevant academic departments to ensure that the outputs, data, and educational materials generated support the integration of climate and planetary health content into the medical curriculum in the following academic year.

WEEK	PLANNED ACTIVITIES
1	Course Introduction & Overview of Social Responsibility in Medicine The concept of social responsibility in healthcare; ethics, professionalism, and public trust. The first lecture of the course will be conducted jointly for all sections/branches.
2	Introduction to climate change and its impact on health
3	The role of medical education and faculty in climate awareness
4	Project planning and topic selection (group formation)
5	Workshop with civil society organizations (if applicable): content framing and message design
6	Content development – Drafting materials
7	Content development – Drafting materials
8	Feedback session with peers and instructors
9	Revising materials based on feedback
10	Preparation for faculty presentation
11	Pilot presentation to selected faculty members
12	Final revisions and product submission
13	Student reflections and impact assessment
14	Final group presentations and course closure



Medical Electives in Social Responsibility – I (MESR)

Course Name	Development of Caregiving Education Modules for Caregivers of Individuals with Rett Syndrome: Simulation-Based and Online Training Program for Families
Course Code	MESR-214
Course Type	Elective
Medium Of Instruction	English
Year/Semester	Year 2 / Spring 2025
Course coordinator	Prof. Yasemin Alanay
Co-instructors	Assoc. Prof. Özlem Akgün Doğan Assoc. Prof. Zehra Kan Öztürk Prof. Özden Hatırnaz Ng MSc. Gülşah Şebnem Özköse-İyigel Assist. Prof. Feray Güven Assist. Prof. Dilek Kitapçioğlu ACURARE-Rare Diseases and Orphan Drugs Application and Research Center CASE-Center of Advanced Simulation and Education

Supported Course Basic Objective(s)

(Please, tick the relevant boxes below. If you have additional objectives, please write them in the field provided.)

Course Objectives		✓
1	Define the principles of social responsibility.	✓
2	Identify the health and social needs of specific communities.	✓
3	Explain the importance of ethical awareness in community-based work.	✓
4	Assess the needs, priorities, and resources of the community.	✓
5	Demonstrate teamwork, communication, and leadership skills.	✓
6	Implement a community health or social support project in collaboration with stakeholders.	✓
7	Critically evaluate the outcomes and societal impact of the project.	✓
8	Strengthen civic engagement and health advocacy competencies.	✓
9	Contribute to institutional and national strategic goals.	✓

10	Other objective(s): <i>(Please specify any additional course-specific learning outcomes)</i>	Develop evidence-based training materials and simulation modules to support caregivers of individuals with Rett Syndrome.
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<p>Course quota <i>(Please specify the minimum and maximum number of students who can enroll in this course.)</i></p> <p>Minimum number of students required to open the course: 4</p> <p>(Maximum number of students allowed in the course: 10)</p>	<p>Year(s) and Semester(s) <i>(Please mark ✓ for the year(s) and semester(s) in which the course will be offered.)</i></p> <table border="1" style="width: 100%; text-align: center;"> <thead> <tr style="background-color: #4a7ebb; color: white;"> <th style="padding: 5px;">Year</th> <th style="padding: 5px;">Fall Semester</th> <th style="padding: 5px;">Spring Semester</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">Year 2</td> <td style="background-color: black;"></td> <td style="padding: 5px;">✓</td> </tr> <tr> <td style="padding: 5px;">Year 3</td> <td style="background-color: black;"></td> <td style="background-color: black;"></td> </tr> </tbody> </table>	Year	Fall Semester	Spring Semester	Year 2		✓	Year 3		
Year	Fall Semester	Spring Semester								
Year 2		✓								
Year 3										

Prerequisite of the course
(Please indicate if there are any course prerequisites.)

There is no formal prerequisite for this course. However, it is particularly suitable for students interested in pediatrics, neurology, or nursing care. Students who are open to CASE simulation training and eager to work in a team are expected.

Course description
(Please describe the overall aim and content of the course. Outline the key elements students should address while implementing their social responsibility projects, including the target audience, the problem being addressed, expected outcomes, and overall relevance.)

This course aims to enable medical students to understand the complex care needs of individuals with Rett Syndrome and the challenges faced by their families.

In collaboration with the Rett Syndrome Association, students will develop educational content and simulation-based training stations addressing core caregiving needs identified through direct consultation with families and clinicians. This course directly supports the development of medical students' competencies in caregiving, communication, and problem-solving for individuals with complex neurodevelopmental needs.

It also contributes to the well-being of families by providing them with accurate, practical, and evidence-based training materials that improve daily care and emergency management.

Key elements to be addressed in the projects:

- Basic life support and the Heimlich maneuver
- Approach to a patient during a seizure
- Home-based nutrition and medication administration
- Safe methods for giving water and oral medications
- Full-body hygiene for fully dependent individuals
- Oral and dental care to prevent complications
- Hair care (including management of pulling/yanking behaviors)
- Genital hygiene and infection prevention
- Palliative care principles
- Emergency response training
- Development of comprehensive educational materials for families
- Design, implementation, and evaluation of simulation stations in CASE

Project Scope

- One full-day **in-person simulation training** at CASE
- 1–3 **online training sessions** with live Q&A
- Development of a sustainable, annually repeatable training model

Expected Impact

The project strengthens caregiving skills among families while offering medical students real-world experience in addressing a significant community health need. It also promotes long-term collaboration between the Faculty of Medicine, ACURARE, the Faculty of Nursing, and the Rett Syndrome Association.

[By foregrounding themes such as human dignity, human rights, justice, equality, segregation, and stigmatization, this course aims to contribute to Türkiye's alignment with the Sustainable Development Goals, particularly: 3. Good Health and Well-Being 4. Quality Education 10. Reduced Inequalities]

Planned product(s) of the course

(Please indicate the final output(s) students are expected to produce as part of the course. This may include reports, presentations, infographics, videos, or any other documented project outcome.)

1. Educational Materials

- Evidence-based slide sets
- Step-by-step caregiver manuals
- Short educational videos and brochures

2. Simulation Station Designs

- Oral and facial care station
- Full-body care station
- Emergency response / Heimlich / seizure management station
- Feeding & medication administration station

3. Online Training Modules

- 20–40 minute expert-led recorded sessions (website embeded with the help of students)
- Optional live sessions with interactive Q&A

4. Impact Evaluation

- Post-training experience surveys for families
- Accessibility, applicability, and satisfaction analysis
- Final written impact report

Assessment and evaluation plan of the course *(Please describe how students will be assessed throughout the course. Be sure to include the final product(s), participation, and other relevant components. Indicate percentage weights if possible.)*

This course will be assessed on a **Pass/Fail** basis. Students must complete all components to receive a passing grade (minimum 60/100)

Component	Description	Weight
Participation	Active engagement in weekly discussions and group work	20%
Project proposal	Written plan including target audience, objectives, and methods	15%
Final product(s)	Educational materials + simulation station designs	30%
Pilot Training Delivery	Execution of training or CASE rehearsal	20%
Reflective report	Individual reflections on learning, impact, and social responsibility	15%

Weekly Course Plan

Note: Throughout the course, students will also collaborate with relevant academic departments to ensure that the outputs, data, and educational materials generated support the integration of climate and planetary health content into the medical curriculum in the following academic year.

WEEK	PLANNED ACTIVITIES
1	<p>Course Introduction & Overview of Social Responsibility in Medicine The concept of social responsibility in healthcare; ethics, professionalism, and public trust. The first lecture will be conducted jointly for all sections.</p>
2	<p>Understanding Rett Syndrome & Identifying Family Needs</p> <ul style="list-style-type: none"> • Review of clinical features of Rett Syndrome • Presentation of the needs list (oral care, seizure care, feeding, hygiene, palliative care, etc.) • Students analyze the list and perform a preliminary needs assessment <p><i>Output:</i> Each group selects one topic (e.g., Oral Care, Hair Scalp Care, Genital Hygiene, Seizure Management, Feeding, Full-Body Care, Palliative Care)</p>
3	<p>Defining Educational Goals for Each Care Domain</p> <ul style="list-style-type: none"> • Groups define competencies, learning objectives, and expected outcomes for their assigned domain • Review of prior in-person training done with families <p><i>Output:</i> Draft “Learning Goals Document” for each station</p>
4	<p>Evidence-Based Research & Technique Selection Students search medical/nursing guidelines on:</p> <ul style="list-style-type: none"> • Oral & dental care for neurodevelopmental disorders • Safe hair/scalp care and infection prevention • Genital hygiene and preventing recurrent infections • How to give water safely / aspiration precautions • How to give oral medications properly • Full-dependent patient care techniques • Seizure first-aid and emergency management • Palliative approaches in Rett <p><i>Output:</i> Evidence summary sheet → instructor approval</p>
5	<p>Designing the Station Content (Part 1) Groups design:</p> <ul style="list-style-type: none"> • Step-by-step procedures • Safety warnings • Visual elements • Equipment lists • Common mistakes & troubleshooting <p><i>Output:</i> First draft of station flowcharts</p>
6	<p>Workshop with School of Nursing</p> <ul style="list-style-type: none"> • Hands-on demonstration of correct techniques by faculty • Students observe and refine their planned workflow <p><i>Output:</i> Revised station procedures with correct clinical steps</p>
7	<p>Designing the Station Content (Part 2): Educational Materials Students develop:</p> <ul style="list-style-type: none"> • Slide decks • Caregiver handouts • Infographics • Short scripts for video modules <p><i>Output:</i> Draft educational sets for instructor feedback</p>
8	<p>Feedback Session with Faculty & Rett Association Representatives</p> <ul style="list-style-type: none"> • Live review of materials • Feedback from clinicians + association members • Identification of gaps <p><i>Output:</i> Revision plan for each group</p>

9	<p>Finalizing Educational Content</p> <ul style="list-style-type: none"> • Students revise materials based on feedback • Standardized caregiver guides prepared <p>Output: Final educational materials ready for printing/recording</p>
10	<p>Simulation Station Preparation at CASE/Class</p> <p>Groups design and organize:</p> <ul style="list-style-type: none"> • Mannequins and equipment • Step-by-step demonstration workflow • Scripts for instructors & students • Timing and group rotation plan <p>Output: FULL “Simulation Station Manual” for each care domain</p>
11	<p>Pilot Simulation Session (Internal Run)</p> <ul style="list-style-type: none"> • Students run the stations as if families are attending • Faculty evaluate clarity, safety, and accuracy • Modifications planned <p>Output: Corrected final station workflow</p>
12	<p>Development of Online Training Modules</p> <p>Students record or prepare:</p> <ul style="list-style-type: none"> • Short videos • Narrated slide sets • FAQ sections • Algorithms for seizure care, hygiene, feeding, etc. <p>Output: Online module package</p>
13	<p>Integration With Event Planning & Impact Evaluation</p> <p>Students prepare:</p> <ul style="list-style-type: none"> • Event-day flow for the face-to-face CASE training • Plans for 1–3 online sessions • Proposal for annual repetition (including congress synergy idea) • Evaluation forms and impact metrics <p>Output: “Complete Training Program Blueprint”</p>
14	<p>Final Presentations & Course Closure, Groups present:</p> <ul style="list-style-type: none"> • Educational materials, Simulation station manuals, Online modules • Final training plan for the upcoming family education event <p>This session finalizes everything that will be used for the annual Rett family training.</p>



Medical Electives in Social Responsibility – I (MESR)

Course Name	Domestic Violence Awareness in Healthcare
Course Code	MESR-216
Course Type	Elective
Medium Of Instruction	English
Year/Semester	Year 2 / Spring 2025
Course coordinator	Prof. Dr. Işıl Pakiř , Dr.Öğr. Görevlisi Demet Diñç
Co-instructors	Psikolog Ayře Eslem Görkan

Supported Course Basic Objective(s)

(Please, tick the relevant boxes below. If you have additional objectives, please write them in the field provided.)

	Course Objectives	
		✓
1	Define the principles of social responsibility.	✓
2	Identify the health and social needs of specific communities.	✓
3	Explain the importance of ethical awareness in community-based work.	✓
4	Assess the needs, priorities, and resources of the community.	✓
5	Demonstrate teamwork, communication, and leadership skills.	✓
6	Implement a community health or social support project in collaboration with stakeholders.	✓
7	Critically evaluate the outcomes and societal impact of the project.	✓
8	Strengthen civic engagement and health advocacy competencies.	✓
9	Contribute to institutional and national strategic goals.	✓
10	Other objective(s): (Please specify any additional course-specific learning outcomes)	

<p>Course quota <i>(Please specify the minimum and maximum number of students who can enroll in this course.)</i></p> <p>Minimum number of students required to open the course: <u> 3 </u></p> <p>Maximum number of students allowed in the course: <u> 6 </u></p>	<p>Year(s) and Semester(s) <i>(Please mark ✓ for the year(s) and semester(s) in which the course will be offered.)</i></p>		
	<i>Year</i>	<i>Fall Semester</i>	<i>Spring Semester</i>
	<i>Year 2</i>		✓
	<i>Year 3</i>		

Prerequisite of the course
(Please indicate if there are any course prerequisites.)

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Course description
(Please describe the overall aim and content of the course. Outline the key elements students should address while implementing their social responsibility projects, including the target audience, the problem being addressed, expected outcomes, and overall relevance.)

With this social responsibility project aims to ascertain the level of awareness regarding domestic violence against women and to conduct educational activities to enhance knowledge on this issue. The target population comprises adult female patients presenting to the outpatient departments of Acibadem Mehmet Ali Aydınlar University Atakent Hospital, as well as female staff employed at the same hospital. Within the scope of this project, women’s awareness of domestic violence against women and their level of knowledge concerning the legal rights of survivors will be examined, and problems in these areas will be identified. In accordance with these findings, evidence-based educational activities will be developed and implemented.

In the first phase, a standardized survey instrument will be administered to female patients and female healthcare staff to assess their awareness and knowledge levels related to domestic violence against women. The data obtained from the survey will be analysed to identify gaps or areas requiring further development in terms of awareness and knowledge. Based on the analytical outcomes, informational materials will be developed. The anticipated outcomes of the project include an increase in women’s knowledge about domestic violence, strengthened help-seeking behaviours, and enhanced institutional sensitivity to issues related to gender-based violence within healthcare environments. Throughout their engagement in this project, students will develop social responsibility and ethical awareness, as well as skills in data collection and analysis, thereby contributing to sustainable progress in women’s rights and violence awareness within the healthcare environment.

Key elements to be addressed in the projects:

- Target audience: Adult female patients attending outpatient clinics at Acibadem Mehmet Ali Aydınlar University Atakent Hospital, and female healthcare staff working in the hospital.
- Problem being addressed: Limited awareness of domestic violence against women and insufficient knowledge regarding survivors' legal rights, as well as lack of structured educational efforts within healthcare settings.
- Expected outcomes: Identification of awareness and knowledge gaps through survey data; development of evidence-based informational materials; increased awareness of domestic violence, improved help-seeking behaviours, and enhanced institutional sensitivity toward gender-based violence.
- Relevance: Supports gender equality, promotes women's rights in healthcare environments, strengthens social responsibility competencies among medical students, and contributes to long-term institutional awareness of violence against women.

[

Planned product(s) of the course

(Please indicate the final output(s) students are expected to produce as part of the course. This may include reports, presentations, infographics, videos, or any other documented project outcome.)

A survey instrument designed to assess awareness of domestic violence against women; a data analysis report evaluating the survey findings; informational materials developed based on the survey results; and a final project report.

Assessment and evaluation plan of the course *(Please describe how students will be assessed throughout the course.)*

This course will be assessed on a **Pass/Fail** basis. Students must complete all components to receive a passing grade (minimum 60/100)

Component	Description	Weight
Participation & Engagement	Active engagement in weekly project meetings, contribution to group discussions on domestic violence awareness, and responsible participation in data collection activities.	15%
Survey Instrument Development	Quality, clarity, and relevance of the survey designed to measure awareness and knowledge of domestic violence against women. Evaluation includes item appropriateness, ethical sensitivity, and alignment with project objectives.	20%
Data Analysis Report	Accuracy and depth of the analysis performed on survey results. Assessment focuses on use of appropriate analytical methods, clarity of data interpretation, and identification of gaps in awareness and knowledge.	25%

Informational Materials	Effectiveness and clarity of educational materials created based on survey findings. Materials should be evidence-based, accessible, and tailored to the target audience (female patients and female hospital staff).	20%
Final Project Report	A comprehensive written report summarizing the project's phases, stakeholder insights, ethical considerations, findings, and overall societal and institutional relevance. Should reflect students' learning and contributions.	20%

Pass/Fail

Weekly Course Plan

WEEK	PLANNED ACTIVITIES
1	Course Introduction & Overview of Social Responsibility in Medicine The concept of social responsibility in healthcare; ethics, professionalism, and public trust. The first lecture of the course will be conducted jointly for all sections/branches.
2	Face to face meeting :Project Introduction, Activity Planning, Assignment of Tasks and Responsibilities
3	Creation of the fieldwork questionnaire by the students
4	Creation of the fieldwork questionnaire by the students
5	Face to face meeting: Evaluation of the created questionnaire by the instructors
6	Data collection
7	Data collection
8	Data analysis
9	Face to face meeting :Evaluation of the findings obtained from the data analysis
10	Preparation of educational materials (brochures, etc.)
11	Preparation of educational materials (brochures, etc.)
12	Distribution of the prepared educational materials at the designated hospital
13	Distribution of the prepared educational materials at the designated hospital
14	Submission of the project report



Medical Electives in Social Responsibility – I (MESR)

Course Name	Development of Training activities for Patients, Caregivers, and Patient Associations		
Course Code	MESR-218		
Course Type	Elective		
Medium Of Instruction	English		
Year/Semester	Year 2 / Spring 2025		
Course coordinator	ACURARE-Rare Disease Federation		
Co-instructors	Özden Hatırnaz Ng, Yasemin Alanay, Özlem Akgün Doğan		
Supported Course Basic Objective(s)			
<i>(Please, tick the relevant boxes below. If you have additional objectives, please write them in the field provided.)</i>			
Course Objectives			
1	Understand patient and caregiver perspectives deeply	✓	✓
2	Communicate effectively with diverse patient groups	✓	
3	Collaborate with patient associations in ethical, impactful ways	✓	
4	Design community-oriented educational materials		
5	Demonstrate teamwork, communication, and leadership skills.	✓	
6	Develop and implement a small-scale social responsibility project	✓	
7	Critically evaluate the outcomes and societal impact of the project.	✓	
8	Strengthen civic engagement and health advocacy competencies.	✓	
9	Contribute to institutional and national strategic goals.	✓	
10	Other objective(s): <i>(Please specify any additional course-specific learning outcomes)</i>		<p>By the end of the course, students will be able to:</p> <ol style="list-style-type: none"> 1. Explain key concepts of social responsibility in healthcare and their relevance to patient-centered practice. 2. Describe and analyze the lived experiences, needs, and challenges of patients, caregivers, and patient associations. 3. Interpret how social determinants of health and health inequalities shape patient outcomes.

4. Design and create accessible educational materials or awareness tools tailored for patients and caregivers.
5. Collaborate with peers and external stakeholders (e.g., patient associations) to develop a community-impact project.

Course quota *(Please specify the minimum and maximum number of students who can enroll in this course.)*

Minimum number of students required to open the course: 4

Maximum number of students allowed in the course: 8

Year(s) and Semester(s) *(Please mark ✓ for the year(s) and semester(s) in which the course will be offered.)*

Year	Fall Semester	Spring Semester
Year 2		✓
Year 3		

Prerequisite of the course

(Please indicate if there are any course prerequisites.)

Although there is no prerequisite for this course it is recommended for students who are interest on rare disease and patient advocacy.

Course description

(Please describe the overall aim and content of the course. Outline the key elements students should address while implementing their social responsibility projects, including the target audience, the problem being addressed, expected outcomes, and overall relevance.)

This elective course explores the principles and practices of social responsibility within the healthcare system, with a particular focus on the experiences and needs of patients, caregivers, and patient associations. Through an interdisciplinary approach, the course examines how health professionals can contribute to patient empowerment, reduce health inequalities, and promote community engagement. Students will gain insight into patient journeys, caregiver challenges, health communication, advocacy, ethics, and the social determinants of health. Throughout the

semester, students collaborate in teams to design and implement a community-impact project, such as patient education materials, awareness campaigns, caregiver support initiatives, or partnership strategies with patient organizations.

By the end of the course, students will have developed the knowledge, skills, and attitudes required to engage compassionately and effectively with patients and the broader community, reinforcing the role of healthcare professionals as socially responsible leaders. This course is particularly suited for students interested in patient-centered care, public health, health equity, and community engagement.

[By foregrounding themes such as human dignity, human rights, justice, equality, segregation, and stigmatization, this course aims to contribute to Türkiye's alignment with the Sustainable Development Goals, particularly: 3. Good Health and Well-Being 4. Quality Education 10. Reduced Inequalities]

Planned product(s) of the course

(Please indicate the final output(s) students are expected to produce as part of the course. This may include reports, presentations, infographics, videos, or any other documented project outcome.)

Students will work in small groups to produce the following:

1. Social media campaigns for awareness days (e.g., Rare Disease Day), digital banners, and patient education materials (*%50 of the total grade*)

2. A brief final report reflecting the overall gains of the lecture (*%50 of the total grade*)

These products will serve both as evidence of students' activities and will be used by the National Rare Disease Federation.

Assessment and evaluation plan of the course *(Please describe how students will be assessed throughout the course. Be sure to include the final product(s), participation, and other relevant components. Indicate percentage weights if possible.)*

This course will be assessed on a **Pass/Fail** basis and emphasizes both active participation and meaningful contribution to the **project**. Evaluation will consider the following components:

• **Project Outputs (query and information flyers) (50%)**
The students will develop

• **Final Report (50%)**
A brief written report evaluating the group's project experience, insights gained from

stakeholders, lessons learned from good and bad social media practices, and the overall societal relevance of the work.

Students must complete all components to receive a passing grade (60/100). Emphasis will be placed on teamwork, responsibility, and public impact.

Weekly Course Plan

WEEK	PLANNED ACTIVITIES
1	Course Introduction & Overview of Social Responsibility in Medicine The concept of social responsibility in healthcare; ethics, professionalism, and public trust. Brief information on the lecture and discussions on the expectations.
2	Introduction to Understanding the patient's role in healthcare and research; Empowering patients to participate in decision-making; Advocacy principles
3	Guest lecturer from Rare Disease Federation
4	Field Engagement (if applicable): Visit to patient association or community group; students collect insights and identify project ideas
5	Project planning and topic selection (group formation)
6	Preparation for the student-led debate on ethical dilemmas; instructor moderates only.
7	Debate day between two groups on ethical dilemmas
8	Feedback and evaluation day of the debate
9	Real life story from a patient
10	Content development – Designing Patient Education Materials
11	Content development – Designing Patient Education Materials
12	Evaluation of patient education materials
13	Student reflections and impact assessment
14	Final group presentations and course closure



Medical Electives in Social Responsibility – I (MESR)

Course Title	One Health & Animal Welfare
Course Code	MESR-220
Course coordinator	Yesim Isil Ulman, PhD
Co-instructors	
Year/Semester	Year 2 / Spring 2025

Supported Course Basic Objective(s)

(Please, tick the relevant boxes below. If you have additional objectives, please write them in the field provided.)

Course Objectives		✓
1	Define the principles of social responsibility.	✓
2	Identify the health and social needs of specific communities.	✓
3	Explain the importance of ethical awareness in community-based work.	✓
4	Assess the needs, priorities, and resources of the community.	✓
5	Demonstrate teamwork, communication, and leadership skills.	✓
6	Implement a community health or social support project in collaboration with stakeholders.	✓
7	Critically evaluate the outcomes and societal impact of the project.	✓
8	Strengthen civic engagement and health advocacy competencies.	✓
9	Contribute to institutional and national strategic goals.	✓
10	Other objective(s): <i>(Please specify any additional course-specific learning outcomes)</i>	By the end of the course, students will be able to: 6. Define the concept of One Health in view of World health Organization and relevant global, universal organizations influencing local and national counterparts and stakeholders. 7. Identify the interrelatedness and interconnectedness of

One Health with health needs of living beings on Earth

8. Correlate the One Health to the Bioethics Principles of “Health as a Social Responsibility”, “Benefit & Harm Assessment; “Equality and Justice”, “Protecting Biodiversity on Earth” and “Protecting Future Generations” in line with UNESCO Universal Declaration of Bioethics and Human Rights
9. Plan and conduct a symposium in Acibadem University named “One Health and Animal Welfare” in coordination with Bioethics Club of Acibadem University

Course quota *(Please specify the minimum and maximum number of students who can enroll in this course.)*

Minimum number of students required to open the course: ___5___

Maximum number of students allowed in the course: ___10___

Year(s) and Semester(s) *(Please mark ✓ for the year(s) and semester(s) in which the course will be offered.)*

Year	Fall Semester	Spring Semester
Year 2		✓
Year 3		

Prerequisite of the course

(Please indicate if there are any course prerequisites.)

None

Course description

(Please describe the overall aim and content of the course. Outline the key elements students should address while implementing their social responsibility projects, including the target audience, the problem being addressed, expected outcomes, and overall relevance.)

One Health is an approach to designing and implementing programs, policies, legislation and research in which multiple sectors communicate and work together to achieve better public health outcomes. The One Health approach is critical to addressing health threats in the animal - human-environment interface in exemplification of food safety, control of zoonotic diseases, laboratory services, antimicrobial resistance, animal welfare and environmental health (WHO Definition, <https://www.who.int/europe/initiatives/one-health>).

This course is designed as a social responsibility project with the aim of strengthening medical students' health advocacy knowledge and ethical awareness regarding the significance of One Health at regional and global level by linking the health of humans, animals and the environment. Students are expected to have insight into the ethical basis of the One Health with the idea of One Ethics by the help of critically reasoning the bioethical principles of "Considering Health as a Social Responsibility, Benefit & Harm Analysis"; "Equality & Justice", "Respecting Biodiversity", "Protecting Future Generations" (UNESCO Universal Declaration of Bioethics of Human Rights and Bioethics <https://www.unesco.org/en/ethics-science-technology/bioethics-and-human-rights>) Additionally, One Ethics is a theory of equality that connects culture to nature, as a coextensive approach to public health; One Health and Animal Welfare also alludes to interconnections or interdependencies between species, and shared interests in the places they live (Capps, B. One health ethics. Bioethics, 2021:1-8. <https://doi.org/10.1111/bioe.1298>). This course aims to materialize this theoretical framework.

The target audience of the project is medical students enrolled at the same institution. The expected outcome of the project is to enhance ethical sensitivity regarding One Health in healthcare, to strengthen societal responsibility, and to foster a sustainable ethical culture that can be shared through peer education.

[By foregrounding themes such as human dignity, human rights, justice, equality, considering health as a social responsibility, respecting biodiversity and protecting future generations, this course aims to contribute to Turkey's alignment with the Sustainable Development Goals, particularly:

Good health and well-being; Quality education; Decent work and economic growth; Reduced Inequalities.

Planned product(s) of the course

(Please indicate the final output(s) students are expected to produce as part of the course. This may include reports, presentations, infographics, videos, or any other documented project outcome.)

Students will work in small groups to produce the following:

1. A peer-education presentation on One Health and One Ethics in medicine,
or
A set of informative, awareness-raising visual materials (e.g., slides, infographics) to be shared with fellow medical students,
(%50 of the total grade)
2. A brief final report reflecting on stakeholder input, ethical dilemmas discussed, and the overall impact of the project.
(%50 of the total grade)

[These products will serve both as evidence of students' critical engagement with national and international ethical guidelines and as tools for peer education on digital professionalism in medicine. All outputs will aim to promote ethical awareness and responsible online behavior in the medical community, reflecting both professional values and social accountability.]

Assessment and evaluation plan of the course *(Please describe how students will be assessed throughout the course. Be sure to include the final product(s), participation, and other relevant components. Indicate percentage weights if possible.)*

This course will be assessed on a **Pass/Fail** basis and emphasizes both active participation and meaningful contribution to a **social responsibility project**. Evaluation will consider the following components:

- **Project Outputs (presentation or visual materials) (50%)**

Quality, relevance, and clarity of the final peer-education presentation and visual materials (e.g., slides or infographics). The materials should effectively address in depth the concept of One Health and One Ethics in today's world regionally and globally by medical professionals and propose actionable guidance. They will consequently organize a symposium on the theme to raise awareness and promote the One Health & One Ethics.

- **Final Report (50%)**

A brief written report evaluating the group's project experience, insights gained from stakeholders, lessons learned from information learned through the communication with NGOs and expert societies, together with the discussions during the symposium on the overall societal relevance of the work. This final report will demonstrate students' ability to connect ethical theory to the significance of One Health.

Students must complete all components to receive a passing grade (60/100). Emphasis will be placed on teamwork, responsibility, peer interaction, learning from others and public impact.

Weekly Course Plan

WEEK	PLANNED ACTIVITIES
1	<p>Course Introduction & Overview of One health in Medicine</p> <p>The first lecture of the course will be conducted jointly for all sections/branches. There will be an introductory session covering key concepts and methodology.</p>
2	<p>One Health and Animal Welfare</p> <p>Second session with class practice dissecting the One Health Approach; Main Principles of Ethics related to One Health..Distribution of tasks and forming groups</p>
3	<p>Animal Welfare, Animal Research, Three Rs, NAMs (Non-Animal- Methods)</p> <p>Core ethical principles, examination of the international guidelines, centres and sources as well as local regulations</p>
4	<p>Self-Directed Learning Session on Animal Welfare, Animal Studies, 3RsCentres</p> <p>Literature seach, Work in Groups, Group discussion and ethical mapping of selected real-life cases.</p>
5	<p>Meeting with NGOs & Medical Specialty Societies: Ethical Challenges & Project Foundations</p> <p>Finalize project groups (max 5 groups) and select the specific project focus (the problem they will address).</p>
6	<p>Project Design I: Needs Assessment & Proposals</p> <p>Target audience analysis (medical students), defining clear project objectives. Groups present a brief initial proposal and receive focused instructor feedback.</p>
7	<p>Project Design II: Stakeholder & Strategy</p> <p>Interviews with NGO Session: Workshop with a partner or expert on ethics Groups refine their strategy.</p>
8	<p>Designing Awareness Campaigns: Encounters with the Campus Students on the topic</p> <p>Defining objectives, framing effective messages, promoting the forthcoming symposium Create initial campaign proposal focusing on Benefst and Harms of Animal Research, Features of Lab Animals, Animal Welfare, its connection with One Health</p>
9	<p>Content Development I: Draft, Paper Translation & Review Papers</p> <p>Groups develop initial drafts of their peer-education tool (visuals, presentation, etc.). Review of draft content for ethical accuracy, clarity, and research integrity. Discussion on balancing (assessing) BENEFICENCE by scientific advances through animal research with HARM by killing animals as an end point of animal research. Instructor provides feedback to groups.</p>
10	<p>Content Development II: Planning a Symposium to bring the stakeholders together</p> <p>Finalizing all content. Planning the logistical details of the awareness session/material distribution (e.g., contacting peers, choosing platform).</p>

11	<p>Community Engagement & Implementation Groups conduct their first awareness session or officially share their campaign materials with their target audience (peers).</p>
12	<p>Implementation: Fulfilling a Symposium on One Health & Animal Welfare Structuring a scientific meeting covering civil societal actors, animal research scientists, scholar working on NAMs (Non-Animal-Methods), bioethicists, (in collaboration with the Acibadem University Bioethics Club)</p>
13	<p>Project Finalization Structuring the final symposium report. Outlining how to connect the project to ethical theory and documenting stakeholder input/societal relevance.</p>
14	<p>General Feedback & Course Evaluation Groups present their final materials and discuss project impact. Submission of the Final Report.</p>



Medical Electives in Social Responsibility – I (MESR)

Course Title	<i>Development of Health Literacy, Care Navigation, and Diagnosis Kits for Individuals with Muscular Diseases</i>
Course Code	MESR-222
Course coordinator	Murat Aksu, MD, Prof
Co-instructors	-
Year/Semester	Year 2 / Spring 2025

Supported Course Basic Objective(s)

(Please, tick the relevant boxes below. If you have additional objectives, please write them in the field provided.)

Course Objectives		
1	Define the principles of social responsibility.	✓
2	Identify the health and social needs of specific communities.	✓
3	Explain the importance of ethical awareness in community-based work.	✓
4	Assess the needs, priorities, and resources of the community.	✓
5	Demonstrate teamwork, communication, and leadership skills.	✓
6	Implement a community health or social support project in collaboration with stakeholders.	✓
7	Critically evaluate the outcomes and societal impact of the project.	✓
8	Strengthen civic engagement and health advocacy competencies.	✓
9	Contribute to institutional and national strategic goals.	✓
10	Other objective(s): <i>(Please specify any additional course-specific learning outcomes)</i>	Develop evidence-based, accessible health literacy materials addressing the medical, psychosocial, and legal needs of individuals living with muscular diseases and their caregivers.

<p>Course quota <i>(Please specify the minimum and maximum number of students who can enroll in this course.)</i></p> <p>Minimum number of students required to open the course: 5</p> <p>(Maximum number of students allowed in the course: 10</p>	<p>Year(s) and Semester(s) <i>(Please mark ✓ for the year(s) and semester(s) in which the course will be offered.)</i></p> <table border="1" data-bbox="730 365 1533 616"> <thead> <tr> <th data-bbox="730 365 933 421">Year</th> <th data-bbox="933 365 1187 421">Fall Semester</th> <th data-bbox="1187 365 1533 421">Spring Semester</th> </tr> </thead> <tbody> <tr> <td data-bbox="730 421 933 519">Year 2</td> <td data-bbox="933 421 1187 519"></td> <td data-bbox="1187 421 1533 519">✓</td> </tr> <tr> <td data-bbox="730 519 933 616">Year 3</td> <td data-bbox="933 519 1187 616"></td> <td data-bbox="1187 519 1533 616"></td> </tr> </tbody> </table>	Year	Fall Semester	Spring Semester	Year 2		✓	Year 3		
Year	Fall Semester	Spring Semester								
Year 2		✓								
Year 3										

Prerequisite of the course
(Please indicate if there are any course prerequisites.)

-

Course description
(Please describe the overall aim and content of the course. Outline the key elements students should address while implementing their social responsibility projects, including the target audience, the problem being addressed, expected outcomes, and overall relevance.)

This course aims to enhance medical students’ understanding of **muscular diseases** through a **social responsibility and health literacy framework**.

In collaboration with the Turkish Muscular Diseases Association (**Türkiye Kas Hastalıkları Derneği, KASDER**), students will develop educational resources to improve access to accurate health information for individuals with muscular diseases and their caregivers. The course focuses on empowering patients and families by addressing challenges related to **diagnosis, treatment, rehabilitation, healthcare access, patient rights, and psychosocial support**.

Students will actively contribute to the Health Literacy Development Project in the Field of Muscular Dystrophies (**Kas Hastalıkları Alanında Sağlık Okuryazarlığı Geliştirme Projesi**), producing materials that are usable in real-world settings (online seminars, brochures, guides, and digital platforms). The course promotes ethical awareness, patient advocacy, and equity in healthcare.

Key elements to be addressed in the projects:

- Overview of muscular diseases and disease-specific considerations
- Understanding diagnostic processes and follow-up pathways
- Treatment options and multidisciplinary care models

- Rehabilitation, physical therapy, and assistive technologies
- Respiratory care and home-based support
- Nutrition, mobility, and daily living adaptations
- Psychosocial support for patients and caregivers
- Patient rights, disability rights, and social security systems (SGK)
- Access to home care, rehabilitation services, and social assistance
- Strategies to improve communication between patients and healthcare providers

Project Scope

Preparation of health literacy education materials, care navigation guides, live consultation support tools, and new diagnosis kits for individuals with muscular diseases and their caregivers, in collaboration with Türkiye Kas Hastalıkları Derneği (KASDER).

Expected Impact

This course is expected to contribute to the improvement of health literacy among individuals living with muscular diseases and their caregivers by providing accessible, accurate, and patient-centered educational materials. Through the development of education series content, rights and care navigation guides, live consultation support tools, and new diagnosis kits, the project aims to reduce uncertainty, improve access to healthcare and social support services, and support more active participation of patients and families in care processes.

For medical students, the course is expected to strengthen competencies in social responsibility, ethical awareness, health advocacy, and community-oriented practice. Students will gain experience in translating complex medical information into understandable content, working collaboratively with patient associations, and evaluating the societal impact of their work.

At the institutional and societal level, the course is expected to support sustainable collaboration between the medical faculty and Türkiye Kas Hastalıkları Derneği (KASDER) and to generate educational resources that can be reused and expanded in future years. The course contributes to national and institutional goals aligned with the Sustainable Development Goals, particularly **Good Health and Well-Being (SDG 3)**, **Quality Education (SDG 4)**, and **Reduced Inequalities (SDG 10)**.

Expected outputs:

1) Health Literacy Education Series Package

- Slide sets + speaker notes for hybrid/online seminars:
 - Muscular diseases (Neurology overview)
 - Treatment & support processes
 - Genetic counseling basics
 - Rehabilitation & physical therapy
 - Patient rights & health rights
 - Psychosocial support & caregiver education
 - Pulmonology/respiratory care basics
 - Home care
 - Wheelchair use and safe mobility

2) “Easy-to-Read” Content Production

- Printed and digital brochures (plain language, visual)
- Short videos (3 planned topics aligned with project)
- Patient story blog series (outline + pilot drafts)

3) Rights & Navigation Guide

- Step-by-step guide covering insurance processes, disability board reports, access to PT/rehab, education and care supports, home care access
- Web-ready structure (sections and navigation labels)

4) Live Consultation / Q&A Platform Toolkit

- Weekly “expert hour” format plan (agenda + moderation guide)
- Intake + triage form templates, FAQ logic tree
- Safe-scope statements consistent with association policy (no direct treatment routing; medical questions referred to relevant experts, social/psych support handled by the association)

5) Monitoring & Evaluation

- Pre/post short knowledge tests (topic-specific)
- Feedback survey (clarity, usefulness, accessibility)
- Final impact report template and indicators

6) “New Diagnosis” Kits

Three kit prototypes (child / adolescent / adult), each containing:

- Plain-language diagnosis brochure
- Rights & application pathways
- Psychosocial support guide
- Institution contact/directions content & support map concept
- Supportive “gift concept” sheet

Assessment and evaluation plan of the course *(Please describe how students will be assessed throughout the course. Be sure to include the final product(s), participation, and other relevant components. Indicate percentage weights if possible.)*

This course will be assessed on a **Pass/Fail** basis. Students must complete all components to receive a passing grade (minimum 60/100)

Component	Description	Weight
Participation	Active engagement in weekly discussions and group work	30%
Project proposal	Written plan including target audience, objectives, and methods	30%
Final product(s)	Educational materials + simulation station designs	30%
Reflective report	Individual reflections on learning, impact, and social responsibility	10%

Weekly Course Plan

Note: Throughout the course, students will also collaborate with relevant academic departments to ensure that the outputs, data, and educational materials generated support the integration of climate and planetary health content into the medical curriculum in the following academic year.

WEEK	PLANNED ACTIVITIES
1	<p>Course Introduction & Overview of Social Responsibility in Medicine The concept of social responsibility in healthcare; ethics, professionalism, and public trust. The first lecture will be conducted jointly for all sections.</p>
2	<p>Understanding Muscular Diseases & Identifying Family Needs</p> <ul style="list-style-type: none"> • Overview of muscular diseases included in the project scope (DMD/BMD, SMA, LGMD, FSHD, MG, Pompe, myopathy, FA) • Disease journey mapping • Lived experience: caregiver burden, psychosocial strain, stigma, daily life challenges <p>Output: Short written “Patient Journey Map” (1–2 pages per team)</p>
3	<p>Health Literacy & Plain-Language Communication Workshop</p> <ul style="list-style-type: none"> • Introduction to health literacy and its role in chronic and rare diseases. • Common health literacy barriers and communication challenges faced by individuals with muscular diseases are examined. <p>Output: Identification of major health literacy gaps relevant to muscular diseases.</p>
4	<p>Needs Assessment with Stakeholders (KASDER input)</p> <ul style="list-style-type: none"> • Community needs assessment and stakeholder perspective. • The goals and activities of the “Kas Hastalıkları Alanında Sağlık Okuryazarlığı Geliştirme Projesi” are reviewed in detail. • Students identify priority educational topics based on patient and caregiver needs. <p><i>Output:</i> Selection of project focus area by each student group.</p>
5	<p>Defining Learning Objectives and Target Audience</p> <ul style="list-style-type: none"> • Definition of learning objectives and target audience for selected project components. • Educational goals are aligned with identified community needs. <p>Output: Written learning objectives and target audience definition for each group.</p>
6	<p>Evidence Review & Content Validation</p> <ul style="list-style-type: none"> • Evidence-based research for patient education. • Clinical guidelines and reliable information sources are reviewed, and content accuracy and ethical responsibility are discussed. <p>Output: Evidence summary sheet + citation list</p>
7	<p>Education Series Development Students develop:</p> <ul style="list-style-type: none"> • Slide decks • Speaker notes • Infographics and handouts • Short scripts for video modules <p>Output: Seminar package draft</p>
8	<p>Rights & Navigation Guide Development</p> <ul style="list-style-type: none"> • Developing guides on insurance policies, disability report process, rehab access, education/care supports, web structure <p>Output: Patient guide draft</p>
9	<p>Live Q&A Platform Toolkit</p> <ul style="list-style-type: none"> • Weekly expert-hour format; intake & triage; safe-scope statements consistent with KASDER policy <p>Output: Q&A toolkit draft</p>

10	<p>Content Development: Brochures, Video Scripts, Blog Pilots</p> <ul style="list-style-type: none"> • Convert seminar content into brochures and short scripts • Draft patient story blog outline/pilot <p>Output: 1 brochure draft + 1 video script draft + blog outline/pilot</p>
11	<p>Feedback Session with Faculty + KASDER & Revision Plan</p> <ul style="list-style-type: none"> • Review clarity, accuracy, usability, cultural accessibility <p>Output: Written revision plan (per deliverable)</p>
12	<p>Development of “New Diagnosis Kits”</p> <ul style="list-style-type: none"> • Create child/teen/adult kit prototypes with all required kit components <p>Output: Drafts of all three kits</p>
13	<p>Monitoring & Evaluation Tools + Pilot Implementation</p> <ul style="list-style-type: none"> • Build pre/post tests and feedback surveys • Pilot delivery (internal rehearsal or mock webinar) <p>Output: Evaluation package + pilot feedback report + final revision actions</p>
14	<p>Final Presentations & Course Closure, Groups present:</p> <ul style="list-style-type: none"> • Final presentation of education series package, brochures/videos/blog pilots, rights guide, Q&A toolkit, diagnosis kits • Reflection on ethical responsibility and community impact <p>Output: Final submission package + individual reflective reports</p>