**T.C.**

**ATILIM UNIVERSITY FACULTY OF MEDICINE**

**EDUCATION IN 2024-2025 ACADEMIC YEAR**

**ACADEMIC CALENDAR**

**Laboratory Lessons:**

1. Medical Skills: Intramuscular & subcutaneous injection (1 hour) (Dr. Usluca/ Dr. Eren)

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| **COMMITTEE NAME** | **STARTING DATE** | **COMPLETION DATE** |
| **MED 301** | 18.09.2024 | 01.11.2024 |
| **MED 303** | 04.11.2024 | 13.12.2024 |
| **MED 305** | 16.12.2024 | 10.01.2025 |
| **MED 302** | 27.01.2025 | 28.02.2025 |
| **MED 304** | **03.03.2025** | **11.04.2025** |
| **MED 306** | 14.04.2025 | 23.05.2025 |

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| **COMMITTEE NAME** | | | | | | |
|  | **MED 301** | **MED 302** | **MED 303** | **MED 304** | **MED 305** | **MED 306** |
| **MEDICAL SKILLS EXAM DATE** |  |  |  | 11.04.2025 |  |  |
| **COMMITTEE EXAM DATE** |  |  |  | 11.04.2025 |  |  |

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**MED304 ADULT HEALTH**

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| **PHASE III COORDINATOR** | Prof. Dr. Yekbun Adıguzel | | | |
| **CHAIR OF THE MED 304 COMMITTEE** | Dr. Merve Topcu Bulut | | | |
| **MED 304 COMMITTEE DATE RANGE** | 03.03.2025 – 11.04.2025 | | | |
| **ACADEMIC STAFF**  **AT THE MED 304 COMMITTEE** | Prof. Dr. Necla TÜLEK - Medical Microbiology  Prof Dr.Nedret KILIÇ - Biochemistry  Prof Dr.Gamze YURDAKAN ÖZYARDIMCI - Pathology  Prof. Dr. Ahmet SALTIK - Public Health  Prof. Dr. Selda Dilek TEKİNER - Family Medicine  Prof. Dr. Gürol CANTÜRK - Forensic Medicine Assoc Prof. Dr. Ali Doğan DURSUN – Physiology  Assoc Prof. Dr. Dr. Erkam SENCAR – Internal Medicine  Assoc. Prof. Dr. Selma Usluca-Medical Microbiology  Asst. Prof. Zehra Can Karahan- Physiotherapy and Rehabilitation  Asst. Prof. Dr. Sami EREN - Medical Pharmacology  Asst. Prof. Dr. Melike EROL DEMİRBİLEK – Medical Biochemistry  Asst. Prof. Dr. Badegül SARIKAYA - Physiology  Asst. Prof. Dr. Çiğdem EROL – Medical Microbiology  Asst. Prof. Dr. Çirem Çağla ÖZEL – Nutrition and Dietetics  Dr. Canan ÇİÇEK DEMİR - Internal Medicine | | | |
| |  |  | | --- | --- | |  |  |   **ACADEMIC STAFF** | **THEORETICAL LECTURE TIME** | **PRACTICAL LECTURE TIME** | **INTERACTIVE EDUCATION**  **TIME** | **TOTAL TIME** |
| **Medical Microbiology** | 15 | - | 2 CBL (Dr. Tülek) | 17 |
| **Internal Medicine** | 1 | - | - | 1 |
| **Medical Pharmacology** | 6 | - | - | 6 |
| **Biochemistry** | 4 | -- | - | 4 |
| **Medical Pathology** | 12 | - | - | 12 |
| **Public Health** | 15 | - | - | 15 |
| **Physiotherapy and Rehabilitation** | 4 | - | - | 4 |
| **Physiology** | 1 | - | - | 1 |
| **Nutrition and Dietetics** | 1 | - | - | 1 |
| **Family Medicine** | 4 | - | - | 4 |
| **Forensic Medicine** | 2 | - | - | 2 |
| **Medical Skills** | - | 1( Medical skills) | - | 1 |
| **Behavioral & Social**  **Sciences** | 10 | - | - | 10 |
| **Communication Skills** | 12 | - | - | 12 |
| **TOTAL** | 87 | 1 | 2 | 90 |

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| **Advisor Visit** | 2 |

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| **CONTENT OF THE MED 304 COMMITTEE** | | |
| Adult &Public Health, Definitions: Physiology of aging, Nutrition in adults, Drug use in elderly, Exercise in the adults, Climate migration, Migration: Definitions and Economic aspects of migration, Follow up in different stages of life and periodic health examination, Vector borne diseases, Physiology of memory, Malnutrition, Physiotherapy-Musculoskeletal health-Postural alignment, Single gene Mendelian disease: adulthood, Dietary supplements and herbal medication, "One Health" concept, Vulnerable social groups, Cognitive and functional changes in elderly , Alzheimer, demantia, Administration of Drugs- Intramuscular & Subcutaneous, Prevention & Control of Non-Communicable Diseases, Biochemical Changes in the Elderly, Obesity and metabolic syndromes, Pathology of Obesity, Obesity Problem in Adult, Preventive oncology-Cancer screening programs, War, Migration and public health, Rational prescribing, Legal responisibilities of physician, Management of Work Related and Occupational Diseases, Emerging and re-emerging diseases, Systematic approach to enviromental health, Radiation and health, Immunization and Prophylaxis for Health Care Workers, Medical waste management, Zoonotic Diseases -1: Brucellosis, Zoonotic Diseases -2: Anthrax, tigmatization, discrimination, Zoonotic Diseases -3: Lyme disease and Tularemia, Zoonotic Diseases -4: Leptospira, Q fever, Ehrlichia and anaplasmosis, Zoonotic Diseases -5: Leptospira, Q fever, Ehrlichia and anaplasmosis, Degenerative osteoarthritis and complications, Drugs for inflammation and joint disease, Forensic Medicine reports, Vaccination in elderly, Epidemyology and control of zoonotic disease, Vaccine storage/handling, Adolescent Health, Notification systems, Management of Outbreaks, Epidemics and Pandemics, Discussing serious news; Bereavement and grief in adults, Technology and health interaction, Vaccination in risk groups, Travel Associated Infections, Animal bite infections: Pasteurella multocida, bartonella, Traumatic Brain Injury, Severe Cruh Injury in Adults, Intramuscular & subcutaneous injection. | | |
| **MED 304 COMMITTEE AIM** | | |
| This Adult and Old Age Years committee aims to address health and basic disorders in these age groups and to enable students to acquire intramuscular and subcutaneous injection skills. | | |
| **MED 304 COMMITTEE LEARNING OBJECTIVES** | | |
| 1. List the most common zoonotic diseases. 2. Describe the groups most vulnerable to disease transmission. 3. Identify the causes of the most common zoonotic diseases. 4. Defines the One Health concept 5. Discuss the One Health concept and importance 6. Define the most common causes of brucellosis 7. Describe the common means of transmission and explain the pathogenesis 8. Describe the major manifestations. Since this disease is called undulant fever determine what the fever is like (high/low), the periodicity of the fever (daily, every other week), and how long the fever lasts. 9. Differentiate from other diseases have similar presentations 10. Define the diagnostic tests and interpretation of serological test. 11. Describe how you treat and prevent this infection. 12. Discuss key barriers to accessing health services and infectious diseases screening for recent migrants. 13. Identify infectious diseases for which recent migrants are at increased risk. 14. Discuss the strengths and limitations of one-stop infectious disease screening for migrants 15. Define the most common cause of tularemia (shape and gram stain?) 16. Describe the common means of transmission 17. Describe the major manifestations of tularemia. 18. Describe how you diagnose, treat and prevent tularemia. 19. Define the agents of pestis. 20. Describe the common means of transmission Describe the major manifestations of this infection. 21. Describe how you diagnose, treat and prevent this infection. Discuss the impact of disease in history. 22. Describe the major manifestations of Lyme disease 23. Describe microbiology, transmission, pathogenesis, clinical findings, diagnosis, and treatment of Lyme Diseases 24. Discuss the prevention and control of Lyme disease 25. Describe the principal risks to the health of international travelers. 26. Appreciate the geographic distribution of tropical infectious disease. 27. Understand the fundamentals of the pre-travel health consultation. 28. Provide basic pre-travel health advice regarding food and water precautions, insect bite avoidance, animal bite management, and personal safety to intending travelers. 29. Recognize the leading causes of illness in the returned traveler 30. Discuss the effect of climate change on disease vectors and distribution 31. Analyze morbidity and mortality of the most prevalent vector-borne diseases, their temporal and spatial distribution and what populations are affected. 32. Give an example of a disease that has emerged due to human activities, and state what those human activities were (e.g., AIDS, Ebola virus, bird flu, Lyme disease, Zika etc.). 33. Explain how public health policies (e.g., quarantine and vaccination) can alter epidemic/pandemic progression. 34. Recognize the infectious risks for health care workers 35. Explain the screening programs 36. Explain the importance of vaccination for the purpose of inducing immunity. in the control of infectious diseases. 37. List the vaccines recommended to health care workers. 38. Understanding the reasons, and value of each vaccine. 39. Describes the post exposure prophylaxis 40. Defines the medical wastes, home waste, chemical waste. 41. Describe the items used for medical waste. 42. Describe the collection and disposal of medical waste. 43. Explain cold chain management. 44. Describe proper vaccine storage and temperature monitoring equipment. 45. Describe correct vaccine and diluent storage, handling, and disposal of routinely recommended vaccine. 46. Identify actions that should be taken if vaccines have not been stored properly. 47. Describe: Which disease, disorders, which way, Use the system. 48. Describe notification of communicable diseases. 49. Use the system evaluate the effectiveness of the reporting system and its related feedback mechanisms on a regular basis and make improvements 50. Describe cognitive decline due to aging and differentiate dementia 51. Explain important epidemiological features, basic pathophysiology mechanisms, main signs, findings and laboratory features of dementia and Alzheimer's disease and make differential diagnosis 52. Developing an awareness on social groups within the population 53. Recognizing major vulnerable / fragile social groups within the community 54. During supplying health care, acting in sensitization for such groups and individuals 55. Understanding specialized health care needs of socially vulnerable groups and individuals 56. Serving on equity & equality basis accounting handicaps of communal fragile groups 57. Understanding occupational labor health conditions 58. Understanding occupational labor safety conditions 59. Recognizing occupational safety and health risk factors 60. Constructing a responsibility for prevention of the labor from Occupational risks 61. Understanding the relationship between war condition and individual – societal health 62. Understanding the relationship between being migrant and individual – societal health 63. Recognizing major health problems arising from war media and carrying a migrant status 64. Developing responsibility for prevention of health & serving medical care for these handicapped groups 65. Recognizing addiction status within individuals and making diagnosis 66. Evaluating the burden of addictive behavior both on individual and family 67. Developing responsibility and skills for managing these problems at personal and communal level 68. Giving counselling to the related persons and families 69. Cooperating with the local and national institutions that established for managing this problem 70. Giving definition of chronic disease and disease burden 71. Conceptualization of major indicators for disease burden: DALY and QUALY 72. Realizing the multi-dimensional load of chronic diseases both individual and communal scale 73. Feeling responsibility for serving preventive care targeting mitigation of disease burden arising from chronic diseases 74. Developing Professional capability for making early diagnosis of chronic disease 75. Taking part in prognostic surveillance within secondary and tertiary care units 76. Giving definition of zoonotic disease and describing disease of burden 77. Introducing basic epidemiological tools for fighting against zoonotic disease 78. Having essential knowledge on epidemiological distribution of important zoonosis within practicing region 79. Realizing the mutual relationships between zoonosis and human diseases 80. Evaluating essential environmental sanitation measures for the prevention from zoonotic diseases 81. Taking part within veterinary public health units in the responsibility area for fighting against zoonosis 82. Who is health care worker legally? 83. Reviewing Turkish Act #6331 within the framework of lecture topic 84. Gaining essential legal normative information related to Health & rights of health care workers 85. Becoming a defender and advocate for promising the rights of health care workers 86. Examining basic ILO Conventions in connection with the rights of health care workers 87. What is disability legally and medically and related terminology (impairment, handicapped.) ? 88. Understanding loss of labor due to disability on legal and medical basis 89. Reviewing national regulations and ILO Conventions on the issue 90. Becoming a defender and advocate for labor rights with Professional responsibility 91. Constructing professional medical responsibilities in order to control disability induced loss of labor 92. Gaining required terminology and concepts within this field 93. Understanding the pathogenetic mechanisms among environmental conditions and the ill health 94. Reviewing basic environmental threats both national and worldwide scale 95. Developing skills of systematic approach for tackling environmental health problematic area 96. Gaining required terminology and concepts in order to conceive radiation induced health hazards 97. Recognizing potential sources of hazardous effects of radiation in medical applications 98. Developing a proper judging for utilization of radiological tools for diagnostic & therapeutic purposes 99. Reasoning stochastic and non-stochastic hazardous effects of ionizing radiation particularly on DNA 100. Gaining required terminology and concepts within this field 101. Understanding the serious disease burden of Outbreaks, Epidemics and Pandemics 102. Reviewing the essential epidemiological tools for fighting against Outbreaks, Epidemics and Pandemics 103. Developing suitable approaches for controlling Outbreaks, Epidemics and Pandemics both national and international level 104. Describes musculoskeletal system injuries and degenerative conditions and know their complications. 105. - Describes the general treatment principles of musculoskeletal injuries and degenerative conditions. 106. - Describes the functions of all the elements of the spine 107. Describes posture analysis, determines postural disorders seen in all populations. 108. Describes different types of postures and how to identify them. 109. Understanding how computer Technologies were evolved 110. Understanding the current Technologies and their implementations in healthcare 111. Understanding the future of the technology and health interaction 112. Risky and life-threatening conditions in the neonatal period. 113. Risky and life-threatening situations in childhood. 114. Risky situations in adolescence. 115. Screenings that should be done during pregnancy. 116. 5- Screenings and routine health examinations for male and female gender from the age of 40 and until the end of life 117. At the end of this course, student describes climate change, climate migration, displacement, environmental mobility, forced migration, vulnerability, internal migration, international migration, refoulement, regular/irregular migration. Solves problems by fundamental principles of international migration law. Discusses contemporary problems of international migration law. Designs international migration law order benefits from fundamental principles of international migration law and comparative law. 118. Defines aging. Explains age-related changes in the physiological systems. 119. Define single gene Mendelian diseases in adulthood 120. Explains the developmental mechanisms of single-gene Mendelian inherited diseases in adulthood with their genetic basis. 121. Describes the effects of single-gene Mendelian inherited diseases in adulthood on different systems (cardiovascular system and musculoskeletal system). 122. Define the microbiological features of Bacillus anthracis bacteria. 123. Explain the diseases caused by Bacillus anthracis and make differential diagnosis. 124. Define the microbiological features of Pasteurella multocida, bartonella type bacteria. 125. Explain the diseases caused by Pasteurella multocida, bartonella type bacteria and make differential diagnosis. 126. Define the indications, immunization programs and vaccines for immunization of adults and elderly in risk group. 127. Plan and advise on immunizations of adults and elderly at risk. 128. To understand pharmacologic changes associated with aging 129. Define major drug groups mostly used in geriatric patients 130. Define the adverse drug reactions in the elderly 131. Discussing the practical aspects of geriatric pharmacology 132. Understand the concept of Rational Drug Use 133. Explain the elements of Prescription 134. Discuss the prescription errors and poor prescription writing 135. Find drug information from the updated and reliable internet sources 136. Find the summary of product characteristics (spc) of medicines in international websites and “*kısa ürün bilgisi*” in Turkish websites 137. Write a rational prescription 138. Defining basic ethical principles in medical research 139. Avoiding breaching of ethical and legal norms in medical research 140. Introducing international ethical regulations on medical research 141. Internalization of ethical – legal basic principles for biomedical research 142. Describing the mutual relationships between health and culture 143. Understanding the contribution of Anthropology on medical sciences 144. Bridging Cultural issues and the medical anthropology discipline 145. Realizing the ways in order to solve some cultural health problems by means of medical anthropology 146. Defining and classifying accidents as of major categories 147. Conceiving the relative share of accidents in general, among integrity of health problems 148. Becoming an active partner for constructing a safer daily and Professional life in terms of accidents 149. Describing required precautions as an advocator both for general society and individuals 150. Developing safety skills for a systematic approach for preventing from accidents as a whole 151. The aim of this course is present the legal aspects of climate migration and migration definitions also economic aspects of migration. In this sense it is aimed to present related multilateral international conventions on migration. 152. To explain the physio-pathological features of single-gene Mendelian disorders that occur in adulthood and to pay attention to common genetically transmitted diseases in terms of public health. 153. To be able to describe the microbiological features of Bacillus anthracis bacteria 154. To be able to explain the diseases caused by C bacillus anthracis and make differential diagnosis. 155. To be able to describe the microbiological features of Pasteurella multocida, bartonella type bacteria 156. To be able to explain and differential diagnosis of diseases caused by Pasteurella multocida, bartonella type bacteria. 157. To be able to define indications, immunization programs and vaccines for immunization of adults and elderly in risk group. 158. To be able to plan and advise the immunization of adults and the elderly in the risk group 159. To Understand Special Aspects of Geriatric Pharmacology 160. To Explain Rational Prescribing & Prescription Writing 161. Understand the basics of chronic disease management and its importance in improving patient outcomes. 162. Identify common barriers to patient adherence to treatment plans, including psychological, social, and systemic factors. 163. Identify the importance of individualized care plans that consider psychosocial and cultural factors affecting adherence. 164. Analyze case studies to identify successful and unsuccessful approaches to chronic disease management. 165. Recognize the role of healthcare providers in supporting long-term behavior change and self-management in chronic disease patients. 166. Define vulnerability in the context of healthcare. 167. Identify key factors contributing to vulnerability. 168. Understand the role of healthcare providers in addressing health inequities. 169. Recognize the complex interplay of social, economic, and environmental factors in adolescent health. 170. Develop a holistic approach to assessing and addressing the needs of vulnerable children and their families. 171. Understand the importance of interdisciplinary collaboration in managing cases involving vulnerable populations. 172. Define somatization and distinguish it from other psychosomatic and medical conditions. 173. Describe the biopsychosocial factors contributing to somatization 174. Explain how trauma, stress, and emotional dysregulation contribute to somatic complaints. 175. Recognize common presentations of somatization in clinical practice. 176. Gain insight the importance of Identifying medically unexplained symptoms and their psychosocial context. 177. Utilize effective communication strategies to validate the patient’s experience and build rapport. 178. Recognize the importance of interdisciplinary care in managing patients with somatic complaints. 179. Reflect on the ethical implications of managing somatic complaints, particularly in avoiding stigma and ensuring comprehensive care. 180. Understand the importance of maintaining professional boundaries while addressing the psychosocial needs of patients. 181. Define burnout, and key components. 182. Analyze the risk factors for burnout among healthcare professionals. 183. Evaluate individual, environmental, and organizational contributors to burnout. 184. Discuss the individual, professional, and organizational consequences of burnout. 185. Explain the impact of burnout on healthcare quality and patient safety. 186. Identify personal burnout risk factors and create individual prevention strategies. 187. Recommend solutions at individual, institutional, and policy levels to combat burnout effectively. | | |
| **RECOMMENDED BOOKS**   1. Cognitive Changes with Aging, Review, M.S. Baghel et al. Proc. Natl. Acad. Sci., India, Sect. B Biol. Sci. DOI 10.1007/s40011-017-0906-4 2. Understanding Alzheimer's Disease and Other Dementias, Dr. Nori Graham, Dr. James Warner. Published by Family Doctor Publications Limited in association with the British Medical Association <https://readingagency.org.uk/adults/FDP%20Alzheimers%20Disease%20ist%202x%20chapter.pdf> 3. Creating a Culture of Prevention in Occupational Safety and Health Practice <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4909854/> 4. Family and social aspects of substance use disorders and treatment <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4158844/> 5. Epidemiology of Zoonotic Diseases in the United States: A Comprehensive Review [https://www.researchgate.net/publication/313270944\_Epidemiology\_of](https://www.researchgate.net/publication/313270944_Epidemiology_of_) Zoonotic\_Diseases\_in\_the\_United\_States\_A\_Comprehensive\_Review 6. Patient Responsibilities, Health Care Workers Rights (for a Change) 7. RISKS TO HEALTH CARE WORKERS IN DEVELOPING COUNTRIES Turkish Act #6331 : Occupational Health & Safety Act (Official Gazette : 30.06.2012 No : 28339 8. Health Effects of Radiation / CDC.Health effects of radiation and other health problems in the aftermath of nuclear accidents, with an emphasis on Fukushima / The LANCET 9. ILO Encylopedia, 2015. The Nature and Effects of Noise <https://www.iloencyclopaedia.org/part-vi-16255/noise> 10. Managing epidemics, Key facts about major deadly diseases, by WHO <https://www.who.int/publications/i/item/managing-epidemics-key-facts-about-major-deadly-diseases> 11. Mandell, Douglas, and Bennett's Principles and Practice of Infectious Diseases, 9th Edition, Bennett, JE, Dolin R, Blaser MJ. Elsevier, 2019 12. O'Regan, G., & O'Regan. (2008). A brief history of computing (pp. I-XIX). London: Springer. 13. Driscoll, K. (2012). From Punched Cards to" Big Data": A Social History of Database Populism. communication+ 1, 1(1), 1-33. 14. Andreu-Perez, J., Poon, C. C., Merrifield, R. D., Wong, S. T., & Yang, G. Z. (2015). Big data for health. IEEE journal of biomedical and health informatics, 19(4), 1193-1208. 15. Thomason, J. (2021). MetaHealth-How will the Metaverse Change Health Care?. Journal of Metaverse, 1(1), 13-16. 16. Panch, T., Szolovits, P., & Atun, R. (2018). Artificial intelligence, machine learning and health systems. Journal of global health, 8(2). 17. Udhan, S., & Patil, B. (2021). A systematic review of Machine learning techniques for Heart disease prediction. International Journal of Next-Generation Computing, 12(2). 18. Verma, N., Singh, S., & Prasad, D. (2021). A Review on existing IoT Architecture and Communication Protocols used in Healthcare Monitoring System. Journal of The Institution of Engineers (India): Series B, 1-13. 19. Screening programmes: a short guide. Increase effectiveness, maximize benefits and minimize harm. Copenhagen: WHO Regional Office for Europe; 2020. Licence: CC BY-NC-SA 3.0 IGO 20. Screening. Textbook of Family Medicine Eighth ed Rakel RE, Rakel DP eds.Elsevier Saunders Philadelphia p:74. 21. Robbins Basic Pathology Tenth Ed., 2018 by Elsevier Inc Vinay Kumar, MBBS, MD, FRCPath., Abul K. Abbas, MBBS, Jon C. Aster, MD, PhD Understanding Pathophysiology First canadian Ed. 2018 by Elsevier Inc. Sue Huether; Kelly PowerKean; Mohamed ElHussein 22. Pathophysiology of Diseases: An introduction in clinical medicine 8 ed. 2019 by McGraw-Hill Education; Lange Inc. Gary D. Hammer, MD, PhD Stephen J. McPhee, MD 23. Pathophysiology: The biologic basis for diseases in adults and children 8th ed. 2019 by Elsevier Inc. Kathryn L. McCance, MS, PhD Sue E. Huether, MS, PhD Valentına L. Brashers, Neal S. Rote, PhD 24. Rapid Review Pathology, Fifth Edition 2019 by Elsevier, Inc. Edward F. Goljan, MD 25. Katzung, B.G., Vanderah T, W., Basic &Clinical Pharmacology,15th Ed., 2021, McGrawHill Lange, New York 26. Katzung, B.G., Vanderah T,W., Basic &Clinical Pharmacology,14th Ed., 2018, McGrawHill Lange, New York 27. Whalen K., Lippincottt Illustrated Reviews Pharmacology, 7th Ed., 2019, Wolters Kluwer, Philadelphia 28. Culture and Health Applying Medical Anthropology, by Michael Winkelman, 2009 29. Masic, I., Hodzic, A., & Mulic, S. (2014). *Ethics in medical research and publication*. International journal of preventive medicine, 5(9), 1073–1082. 30. Aron DC, Headrick LA. *Educating physicians prepared to improve care and safety is no accident: it requires a systematic approach.* Qual Saf Health Care. 2002 Jun;11(2):168-73. doi: 10.1136/qhc.11.2.168. PMID: 12448811; PMCID: PMC1743611. 31. Sabaté, E. (Ed.). (2003). *Adherence to long-term therapies: evidence for action*. World Health Organization. 32. Marjadi, B., Flavel, J., Baker, K., Glenister, K., Morns, M., Triantafyllou, M., Strauss, P., Wolff, B., Procter, A. M., Mengesha, Z., Walsberger, S., Qiao, X., & Gardiner, P. A. (2023). Twelve Tips for Inclusive Practice in Healthcare Settings. International journal of environmental research and public health, 20(5), 4657. <https://doi.org/10.3390/ijerph20054657> 33. Levenson, J. L. (2011). *The American Psychiatric Publishing Textbook of Psychosomatic Medicine: psychiatric care of the medically ill*. American Psychiatric Pub. | | |
| **MED 304 COMMITTEE EXAM WEEK** | | |
| **DATE** | **EXAM NAME** | **EXAM HOUR** |
| 11.04.2025 | Medical Skills | 13:30-16:20 |
| 11.04.2025 | MED 304 Committee Exam | 09:30-12:20 |
| **Teaching Methods and Techniques** | |  |  |  |  | | --- | --- | --- | --- | | Lecture | Case based learning | Case discussion | Student presentation | | Role playing | Problem based learning | Project | Homework | | Laboratory practice | Team based learning | Self-Learning | Student Panel | | |
| **Evaluation Method** | Theoretical Exam (85%), PBL (5%), TBL (2%), Medical Microbiology Quiz (1%), Clinical Skills (7%) | |
| **Lesson Language** | English | |