**FACULTY OF MEDICINE**

**OUR HISTORY**

The Deu Faculty of Medicine was founded as İzmir Faculty of Medicine in 1978, affiliated to Ege University. Later on, it became the Faculty of Medicine at Dokuz Eylül University in 1982. Now it is On 15 Temmuz Health and Art Campus in the triangle of Balçova İnciralti and Narlıdere in İzmir. The faculty has expanded and become widely known for its high quality premises, hardware, education, personnel and scientific research both at national and international levels. It is one of the first 8 accredited universities in Turkey. Our accreditation is evaluated regularly by the Accreditation Committee of National Medicine Education according to pre-graduate education standarts.

**EDUCATIONAL AIMS**

To implement a programme meeting the requirements of the defined graduation proficiencies.

To improve and update standards via regular re-evaluation of the curriculum by internal and external experts.

To process internal and external feedback at all levels in accordance with the social security principle and share it transparently.

To design the evaluation system in such a way that it will support learning, and to use objective, valid, reliable and formative examinations.

To promote the cooperation and function of education committees in accordance with regulations.

To implement educational development programmes to improve educators’ educational skills.

To update and improve strategies prepared to continue the teaching of the curriculum under extraordinary conditions.

To improve education, human resources and infra-structure.

**RESEARCH AIMS**

To improve research infrastructure and facilities.

To regularly organise professional development activities for academicians on the subjects of scientific research methodology, project preparation and scientific publication.

To increase the number and quality of scientific research, publications produced and their contribution to society.

To increase the number of interdisciplinary studies.

To increase the number of facilities that can give medical students scientific research experience.

**SERVICE AIMS**

To provide a health service which increases the level of public health and contributes to social well-being.

To provide society with health education and guidance on a variety of platforms.

To support pre and post-graduate education in providing health service and continuous professional development.

To promote an understanding of ethical principles and patient/doctor rights.

To increase patient and health service personel contentment.

**FEATURED TECHNICAL FACILITIES**

Theoretical Class Areas : Amphies (3x350 people, 2x200 people, 3x170 people and 2x420 people), Classrooms and Seminar Rooms (4x80 people, 33x50 people, 5x35 people), Problem-Based Learning Classrooms (6x20 people); Applied Class and Laboratory Areas; Mite Lab (2x50 people); Computer Laboratory Areas; Computer Laboratory (4x70 people); Microscopy Laboratory (2x50 people); Cadaver Hall (100 people); Occupational Skills Laboratory (1000 square meters); Ginea Pig Laboratory (2000 square meters), Spare rooms and Library (350 people), Reading Hall (300 people), Center of Learning Resources (1200 square meters); Activity Rooms and Student Club Room (10 rooms); Online Education Areas; Camera and Computer-based-Clinical Education and Evaluation Laboratory.

**FEATURED EDUCATION PROGRAMMES**

e-PBL, d-PBL, Task-Based Learning, Synthesis Sessions, Erasmus+Mevlana and Farabi Exchange Programmes.

In the Faculty of Medicine the medium of instruction is Turkish. In the first three years, grade passing system is used and in the last 4-5-6 years, the block- internship is used.

An Absolute Rating System is used. The class, block and internship passing grade is minumum 60.

**CAREER AREAS**

After graduating from the faculty of medicine there is a two-year compulsory service period . Your compulsory service location is determined by lot at the Ministry of Health. During that time the candidates can take an examination for specialisation in medicine organised by OSYM to have a right to continue to study in a specialty. This exam is held twice a year. Education for a specialty is done in either university hospitals or in education and research hospitals affiliated to the Ministry of Health for 4 or 5 years. At the end of the specialty education stage, successful candidates in the specialty examination have to join a lottery for a two-year compulsory service. When they finish this compulsory work, they can continue working in public or private hospitals. They can also establish their own clinics. In addition to this, our graduates have the capability to do a major or a doctorate in health science institutes abroad. They can also pursue a career in private medicine companies, in their own companies or in other private areas such as non-governmental organisations.

**CURRICULUM FEATURES**

In our faculty, we are still committed to student-centered approach as well as horizontal and vertical integretion a curriculum which prioritises the integration of social and behavioral ethical considerations is applied. Our faculty implements its curriculum by regarding its social responsibilities. The targets of this curriculum are defined in such a way that they include our society’s prior health problems in accordance with National Nuclear Cirriculum (ÜÇEP). This outcome-based cirruculum has been defined and shared with the public concerning what accomplishments students will have achieved at the end of six years’ education. Students should have a basic occupational knowledge and skills allowing them to find solutions to people’s health problems as they continue a life-time learning process. The cirruculum comprises with six stages. Stage 1 is from molecules to tissues. Stage 2 is related to basic knowledge about organ systems. Stage 3 are blocks in which the pathology of organ systems is dealth with. Stage 4 and Stage 5 are blocks in which students obtain occupational knowledge and skills in clinical areas. Stage 6 is the period of practical internship.

In stage 1 and 2 there are presentations, synthesis sessions, occupational skills, introductions to clinical, communication, and ethical practices, field practice and Specific Study Modules (ÖÇM in Turkish) Stage 3 includes Problem-Based Learning sessions, presentations, further occupational skills and practices, field practice and specific Study Modules.

In the first 3 stages, Specific Study Modules allow students to obtain detailed knowledge and skills in the areas that they are interested in. In stage 1 curriculum, some social responsibility projects are undertaken so students can learn about society and improve their social sensitivity. In the first period of the stage 2 curriculum, there are human science activities in medicine ; and in the second period there are critical assessment activities. In Stage 3 curriculum, students obtain knowledge and skills in planning, scientific research, ethics committee applications, data gathering assessment and reporting.

Basic pratical skills and occupational skills are improved, and clinic work introduced via systemic models and patient simulations. In Stage1, effective listening, verbal and non-verbal communication, empathy and effective feedback sending and receiving are taught to students. In later stages patient-doctor relations, teamwork and approach to problem situations are dealt with.

In field studies, there are some applied and institutional activities in which students can learn about the health organisations and other Emergency Services of the country and Family Health Centers internship pratice activities during summer term.

In these study activities occupational values, ethical activities and basic ethical concepts, ethical problems and other ethical approaches to different areas are discussed. The width of students’ knowledge, skills and attidudes in the first 3 stages are evaluated via instutitional examinations, howework assignments, and practical examinations in Problem-Based Learning Sessions. In internship practice in stage 4 and 5 the Task-Based Learning programme is applied. Task-Based Learning is a contemporary educational model that gives students rich teaching and learning in a variety of disciplines and integrates Problem-Based Learning and a multidisciplinary teaching and learning approach. Medical students do tasks such as taking histories, physical examinations, examining laboratory findings and diagnosis-treatment implementations in health services.

In task choice, features like common symptoms / situations / illnesses should be multi-disciplinary and integrate basic sciences. Tasks are determined in real life situations and students are made to meet patients in related fields. The aim is that students should obtain knowledge, skills and attitutes in policlinical practice, operating theather laboratory areas as well as per-person theoretical presentations. At this stage, a student’s knowledge, skill and attitude targets are evaluated via assessment during task applications, institutional examinations and Objective Clinical Examinations. With optional programmes in clinical periods, students can obtain detaled knowledge and skills in areas they are interested in. In the personal learning hours, included about 20-30% in the programme, our students can benefit from the library, computer laboratory and Learning Resource Center facilities. Our cirruculum is systematically updated through regular lecturer and student feedback and cirruculum assessment workshops.

**CURRICULUM COMPENTENCE AND EFFICIENCY**

**OCCUPATIONAL PRINCIPLES**

* provides basic clinical medicine and related social medical-behavioral sciences knowledge, skills and attitudes.
* imparts knowledge, skills and attitudes that patient management requires in accordance with a contemporary understanding of medicine.
* gives importance to using suitable techniques and medication when applying occupational skills necessary for diagnosis and treatment.
* prioritises emergency medical care and interventions
* recognises and applies basic principles to protect and improve personal, social and global health.
* considers patients and illnesses as a whole in their psychological and social dimensions to practise protective therapuetic and rehabilitative practices.
* evaluates priorities and health problems of individuals and society and meets their needs.
* implements education and guidence activities for personal and social health.
* does not discriminate in providing service and considers patient and personnel health, safety, security, privacy and rights.
* gives importance to protecting and improving self-health physically, mentally, and socially taking the necessary steps in implementation.
* calls for help from other health personnel and institutions when necessary by realistically evaluting limitations.

**OCCUPATIONAL VALUES AND APPROACHES**

**Health protection**

* evaluates the effects of health systems, policies and practice on people and social health and defends the health service regarding social reliability and social responsibility concepts.
* defends individual equality in obtaining health services and promotes other ethical principles such as removing barriers hindering health rights.
* acts according to ethical principles and good health practice laws whilst working.
* treats patients, patients’ relatives, colleagues and all other health personnel according to ethical principles.

**Commmunication**

* communicates well with people who receive health service, colleagues, members of health service and the staff from other professions.
* informs people given health service in medical, protective and rehabilitative practice process about their health, also involving them in decision-making processes.

**Leader-Administrator-Team Member**

* knows and applies leadership, administrative and teamwork principles.
* uses resources and manpower in health institutions effectively by assessing social benefits.
* acknowledges other team member duties, gives importance to harmony, health and success of the team.

**OCCUPATIONAL AND PERSONAL DEVELOPMENT**

**Life-long Learner**

* possesses a lifelong feeling of responsibility regarding updating skillsets.
* Utilizes contemporary knowledge resources and makes use of information technologies effectively.

**Indications of a Scientific and Analytical Approach**

* evaluates scientific knowledge critically by depending on proof-based medical principles, plans research, implements and uses the outcomes for the benefit of society.