



**HACETTEPE UNIVERSITY  
FACULTY OF MEDICINE**

# **BECOMING A PHYSICIAN**

**PROGRAM GUIDE<sup>1</sup>**

**2024-2025**

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<sup>1</sup> Each section of the booklet is written by the relevant department.

The program is conducted by the Faculty of Medicine Dean's Office.

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## Goal and Learning Objectives of the Program

In order to ensure that students starting the medical faculty program can adapt to the profession and medical education, the goal of this program is to have students embrace attitudes, beliefs, and values related to the medical profession and acquire lifelong learning skills and attitudes for personal and professional development.

To achieve this goal, the following *learning objectives* have been defined:

- Explaining the contribution of university life with its educational, cultural, and social aspects to personal development
- Adopting attitudes, beliefs, and values related to the medical profession
  - Awareness of medical values
  - Comparing medical identity and values with one's own values
  - Explaining national and international physician and medical student organizations and fields of work
  - Awareness of student responsibilities
  - Explaining medical student identity and boundaries
- Effectively managing the process of acquiring knowledge
  - Explaining the concept of information literacy
  - Effectively using information retrieval tools (general and medical-specific)
- Effectively using self-regulated learning strategies
  - Planning learning
  - Effectively using learning strategies
  - Monitoring learning
- Assessing the role of the physician in the healthcare system
  - Explaining the importance of medicine to individuals and society
  - Explaining the meaning and requirements of practicing medicine for the community and within the community
  - Explaining the basic structure and function of the healthcare system in our country
  - Defining determinants of delivery and access to healthcare system
  - Explaining roles of healthcare professionals providing health care services.

**Table 1. Relationship between the proposed competency of the “Becoming a Physician” program and the medical faculty qualifications.**

	Explaining the contribution of university life with its educational, cultural, and social aspects to personal development	Adopting attitudes, beliefs, and values related to the medical profession	Effectively managing the process of assessing knowledge	Effectively using self-regulated learning strategies	Assessing the role of the physician in the healthcare system
1. Explain the basic structure, development and normal functioning of the human body at the level of molecules, cells, tissues, organs and systems.					
2. It questions the abnormal structure and functioning of the human body, explains it with information based on qualified scientific research, evaluates the causes of diseases by taking into account the interaction with the individual and the environment.					
3. Evaluates clinical decision making and management processes of diseases under the guidance of evidence-based medicine practices.			X		
4. Defines the concepts of health and disease in individual and social contexts, explains health seeking and health protection behaviors, national health service delivery and administrative processes.		X			X
5. Knows the research processes that form the basis of medical knowledge, has a level of foreign language knowledge to follow the developments in this field.			X		
6. Takes medical history from the applicant/patient and their relatives.					
7. Performs physical examination of individuals, evaluates diagnostic tests, and manages diagnosis and treatment processes by using appropriate procedural steps.					
8. Applies medical interventions to individuals for diagnosis, treatment or prevention.					
9. It organizes and records the health and disease-related data obtained from individuals and society in a medical and administrative context.					X
10. It plans and implements practices for the protection and development of individual and social health.					X
11. Plans, implements and evaluates the results of a scientific research.					
12. Demonstrates lifelong learning behavior by making use of scientific and technological developments for professional and social changes.	X			X	
13. It fulfills its responsibilities as a physician within the framework of professional values, ethical principles and legal regulations, without making any language, religion, race, gender, social and cultural discrimination in the individual and society it serves.					
14. It works as a team with colleagues, other health workers and other professions in the processes of protecting and improving health at the individual and social level and managing diseases.					X
15. It strives to protect and develop the health of the individual and society and to provide health services for the benefit of individuals who make up the society.					X

## Structure of the Program

Becoming a Physician program consists of five modules designed to introduce the medical profession and support learning in this field, as depicted in Figure 1.

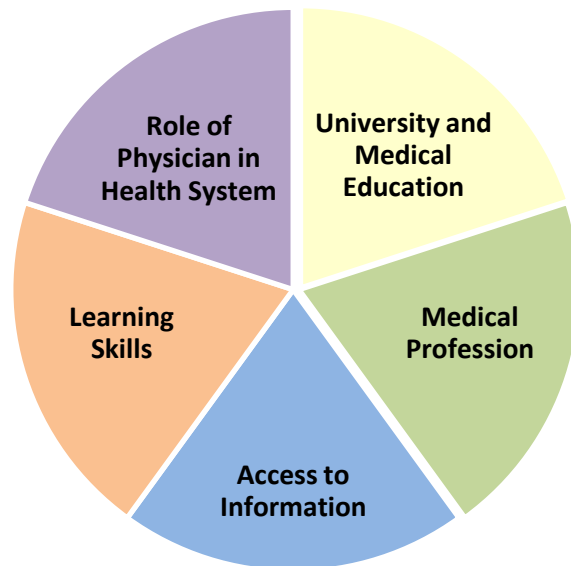


Figure 1. Structure of the Becoming a Physician Program

### A. University and Medical Education

Universities are universal institutions that independently generate and disseminate knowledge.<sup>1</sup> The word "university" comes from the Latin concept "universitas," which means being a whole or coming together. A university is a place where the competencies and resources of the academic and scientific community are brought together.<sup>2</sup>

Universities are more than just places for vocational education; they are centers for generating thought. Those who receive a university education strive to advance their respective disciplines. It is the duty of universities to contribute to the development of science and technology, to renew and enrich knowledge, and to foster creative and critical thinking skills and the advancement of academic disciplines.<sup>3</sup>

The primary function of a university is to provide education on intellectually significant subjects and to conduct research. These two functions are expected to complement each other, with the knowledge generated through scientific research being applied to education.

Medicine has an important place and role in the production of scientific knowledge. Throughout its history, physicians who played a pioneering role in knowledge production have translated the knowledge they gleaned into the scientific problem-solving process and applied it to medical practice. Physicians apply the steps of scientific problem-solving methods to generate solutions to the problems they encounter during medical applications. Scientific thinking processes and problem-solving steps are essential not only for the process of knowledge production but also for learning the medical profession itself.

Physicians strive to maintain their competence in their specialized areas throughout their lives. The role of physicians as scientists encompasses the generation, dissemination, application, and transformation of medical knowledge. Alongside knowledge generation, they also have responsibilities as educators for the knowledge produced as a scientist. These roles have made medical education an important component that contributes to scientific knowledge production and education within the university framework.

## **B. Medical Profession**

Physician identity starts with stepping into the medical faculty, and it is formed during a very tiring and laborious learning process. Physicians are trained to practice their profession carefully and with a high level of mastery. It is expected that every physician who graduates from the faculty of medicine should have an intellectual identity that can offer new and alternative approaches to events beyond knowledge and can make in-depth historical and philosophical discussions. In this sense, the educated physician with an intellectual identity has to follow and analyze the problems of the society she/he lives in and form her/his views with a scientific perspective and sense of responsibility. Illness is a process, and it is important how "problem-solving" methods are used in this process and the presence of analytical thinking ability. Society does not only expect physicians to have a certain level of medical knowledge and skills, but also to have some moral values that are accepted as appropriate for the identity of a physician.

Physicians have certain medical knowledge, clinical skills, and professional attitudes for effective patient-centered care. They apply these competencies to get and interpret information, make appropriate clinical decisions, and diagnose/treat. They perform these duties in the frame of their disciplines, personal expertise, health-related regulations/policies, and patient preferences. While physicians are giving clinical

services with evidence-based medicine, standard practices, and scientific knowledge, it is also important that their communication with patients, colleagues, and society should be effective.

Physicians have certain societal roles as professionals who dedicate themselves to the health and care of others. It should not be forgotten that their profession requires mastery of the medical art as well as medical knowledge/skills/attitude. Besides being a knowledge, skill, and technical discipline, medicine is also an art. The physician's duty of care emphasizes this profession's artistic aspect and legal responsibility.

One of the important determinants of physician-patient communication is the professional identity of the physician. It is important to discuss the factors affecting the development of this identity. What do patients expect from their physicians? How can physicians respond to these expectations? What can be the benefits of mutual participation-based cooperation and empathetic communication for both sides? What does the physician do when encounter ethical dilemmas in the clinical decision-making process and which method can she/he use? The answers to these questions will also guide the development of the professional identity of the physician.

Undoubtedly, as health professionals, we all have different identities such as gender identity, religious identity, ethnic identity, and political identity. However, we should not forget that our professional and ethical values, which are a part of our professional identity, should take precedence over all other components that make our identity in our relations with our patients. Thus, patients should be treated in a way that fulfills the requirements of the professional identity. In this context, it is important to act with ethical principles such as beneficence, non-maleficence, informing, respecting the autonomy and privacy of patients, using limited medical resources fairly, and confidentiality. The profession of medicine module will provide a framework for discussing these principles.

### **C. Access to Information**

In the delivery of healthcare services, various levels of information communication technologies and healthcare informatics tools are used in activities such as planning, management, prevention, diagnosis, treatment, and monitoring. Utilizing data from multiple sources and channels is inevitable to improve the scope of services, care quality, accessibility, efficiency, and sustainability.

In an environment where the production of medical scientific knowledge and

technology is rapidly increasing, and professional practice is constantly evolving, healthcare providers, especially physicians, need to access more information for making decisions about patient care and the delivery of healthcare services. To sustain patient care, healthcare providers must be information literate, which involves understanding and evaluating the results of research, critically examining evidence, and making decisions based on evidence.<sup>6</sup> In today's information society, these skills are crucial. Desired qualities in individuals within an information society include knowing how to access and use information, utilizing scientific knowledge, generating information, and sharing it.<sup>7,8</sup> Information literacy entails having the skills to identify information needs, access information, evaluate it, and use it effectively. Equipping individuals with information literacy skills is considered a significant component of lifelong learning.<sup>9</sup>

There is a similarity between scientific problem-solving and medical practice. Physicians apply the steps of scientific problem-solving methods to generate solutions to the problems they encounter. <sup>6</sup> Therefore, learning the processes of scientific thinking and problem-solving steps is essential for the medical profession. Acquiring the attitudes and behaviors associated with the scientific method not only helps educational institutions produce individuals with the qualities required in the information age but also facilitates the effective implementation of new learning approaches.<sup>10</sup> Having a variety of learning and teaching methods in programs that encourage and support students in taking responsibility for their own learning is necessary. It helps students realize that keeping their knowledge and skills up-to-date is their professional responsibility, and it empowers them to develop lifelong learning skills and apply evidence-based medicine within the framework of continuous professional development.<sup>11</sup> Therefore, information literacy forms the basis for acquiring essential competencies such as self-directed learning, interprofessional collaboration, lifelong learning, and continuous professional development among healthcare providers.

#### **D. Learning Skills**

Individuals' learning styles are effective both during the university process and in their professional careers. Throughout university life, the goal is for students to become independent and deep learners, and for their skills in this direction to be developed. It is important for medical school students to improve their learning skills to make the most of their medical education and to prepare themselves for their profession in the best possible way.



Self-regulated learning, emphasizing an individual's autonomy and control in learning<sup>12</sup>, is an area where methods are developed to enhance independent and in-depth learning skills, and it has been extensively studied in scientific research. Self-regulation involves an individual observing their own behavior, making judgments by comparing them with their own criteria, and, if necessary, aligning their behavior with those criteria<sup>13</sup>. Self-regulated learning requires individuals to monitor, direct, and organize their actions in acquiring knowledge, developing expertise, and self-improvement<sup>12</sup>.

Through studies in the field of self-regulation, the aim is to enhance learners' academic learning skills and self-control knowledge, thus facilitating learning and making learners more motivated and proficient in learning, meaning they are willing and skilled in learning. <sup>14</sup> Research in this area has shown that self-regulated learners tend to be more successful in academic settings.<sup>15-25</sup>

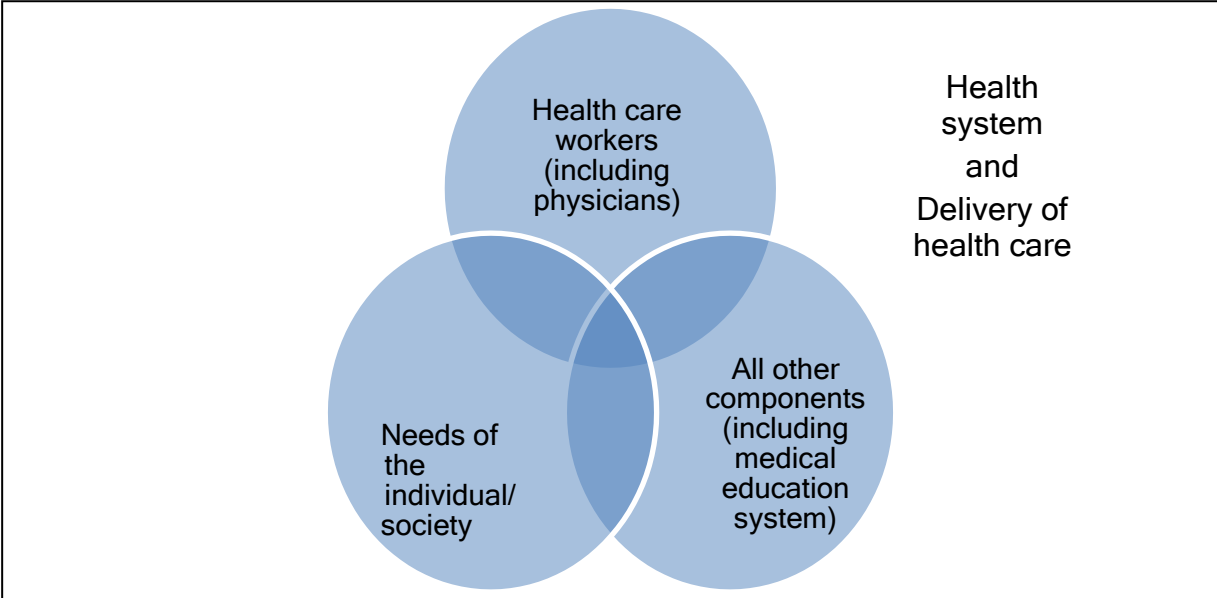
Self-regulated learners plan, set goals, organize, monitor, and evaluate the process of acquiring knowledge.<sup>26</sup> Academic self-regulation includes planning and time management, participation and attention in instruction, strategic organization, repetition, and encoding of information, arranging the study environment, and effectively using social resources. Self-regulation also involves motivation processes.<sup>27</sup> To effectively sustain academic work, it is important to develop self-regulated learning skills and conduct activities and assessments for this purpose.

### **E. Role of Physician in Health System**

The World Health Organization (WHO) defines health as a state of complete physical, mental, and social well-being. <sup>28</sup> Within the scope of this definition, healthcare professionals and physicians have important roles, duties, and responsibilities. Harmony of these tasks and responsibilities, as well as responding to the needs of both the individual and society, is a necessity (Figure 2).

There are many conditions needed to cover all the requirements. A number of characteristics of healthcare professionals are expected in such a holistic approach. For example, we can remember the “five-star doctor<sup>29</sup> definition” of WHO, including care-provider, decision-maker, communicator, community leader, and manager”. It is vital that these characteristics have a real counterpart in the health system and in the process of health service delivery within the system. The main goal should be to fulfill the individual's and society's right to health. While performing all these tasks, physicians should give priority to “teamwork”. Healthcare teams are not just a limited

group of professionals who come together only at the bedside. Depending on the service required, teamwork can be performed in different settings with professionals with different backgrounds, perspectives, and skills.



**Figure 2. Relationship between healthcare professionals and the needs of the individual (and/or community) within the health system (healthcare service delivery)**

When it comes to the fulfillment of the “right to health”, another dimension of the process comes into play. The “right to health” concept, *with its most basic and simple terms*, refers to access to all the needs of the individual (and the community) to provide good health on the basis of “equality” and “equity.”<sup>30</sup> It is essentially a necessity that this access be met through public mechanisms. It should not be forgotten that the right to health is a fundamental human right.<sup>31</sup> It is a simple and basic expectation that the health system, *regardless of what it is called*, should provide all these basic requirements to all individuals (and society at large).

## Details of the Program

### A. University and Medical Education

The University and Medical Education module consists of a total of 5 hours and consists of five sessions covering the main themes (Table 2).

#### Session 1: Medical Education in the 21<sup>st</sup> Century

**Place:** Lecture Hall

**Date:** September 23, 2024

**Duration:** 1 Hour

**Aim:** At the end of this session, it is expected that students will be able to explain the educational, cultural, and social aspects of medical education.

#### **Learning objectives:**

In this regard, the students will be able to:

1. Explain the process and stages of medical education,
2. Discuss different perspectives in contemporary medical education,
3. Explain the importance of integrating personal development in the medical education process with its educational, cultural, and social aspects.

#### **Content**

- The stages of medical education
- Medical education today

#### **Activities**

- Medical education and its stages, as well as recent developments, will be presented.

#### **Recommended reading materials**

- Sayek İ. Tıp Eğitiminin Gelişimi ve Değişimi:21. Yüzyılda Tıp Eğitimi. İçinde Sayek İ., Turan S. Nacar M., Akalın A. Tıp eğiticisi el kitabı. GüneşTıp Kitapevi, Ankara, 2016
- Batı H. Tıp Eğitiminin Evreleri ve Özellikleri. İçinde Sayek İ., Turan S. Nacar M., Akalın A. Tıp eğiticisi el kitabı. GüneşTıp Kitapevi, Ankara, 2016

## A. University and Medical Education

### Session 2: University and Medicine

**Place:** M Hall

**Date:** September 23, 2024

**Duration:** 1 Hour

**Aim:** At the end of this session, it is expected that students will be able to explain the contribution of education, culture, and social aspects to their personal development during university life.

#### **Learning objectives:**

In this regard, the students will be able to:

1. Explain the concept of a university,
2. Explain the place of medical education within the university.

#### **Content**

The general concepts of university and medical education

#### **Activities**

In this session, the concepts of university and medical education will be presented and discussed in a conference.

#### **Recommended reading materials**

- Sayek İ. Tıp Eğitiminin Gelişimi ve Değişimi: 21. Yüzyılda Tıp Eğitimi. İçinde Sayek İ., Turan S. Nacar M., Akalın A. Tıp eğiticisi el kitabı. Güneş Tıp Kitapevi, Ankara, 2016
- Ortaş İ (2004). Öğretim Üyesi ya da Bilim İnsanı Kimdir? PiVOLKA, 3(12): 11.

## A. University and Medical Education

### Session 3: Medical Practice

**Place:** M Hall

**Date:** September 23, 2024

**Duration:** 1 Hour

**Aim:** At the end of this session, it is expected that students will be able to explain the values of medical profession through the role models of physicians in the historical context.

#### **Learning objectives:**

In this regard, the students will be able to:

1. Provide examples of pioneering physicians and their contributions to the field of medicine
2. Explain the values of medical profession through physician role models

#### **Content**

Being physician and physician role models

#### **Activities**

In this session, physician role models and their values will be presented and discussed at a conference.

#### **Recommended reading material**

- Sayek İ. Tıp Eğitiminin Gelişimi ve Değişimi: 21. Yüzyılda Tıp Eğitimi. İçinde Sayek İ., Turan S. Nacar M., Akalın A. Tıp eğitimcisi el kitabı. Güneş Tıp Kitapevi, Ankara, 2016

## A. University and Medical Education

### Session 4: Becoming a physician-description of the program

**Place:** Lecture Hall

**Date:** September 23, 2024

**Duration:** 1 Hour

**Aim:** At the end of this session, it is expected that students will learn about the details of the “Becoming a Physician Program” which will be conducted during a semester.

**Learning objectives:**

In this regard, the students will be able to:

1. Explain the aims of the “Becoming a Physician Program”
2. Say the learning objectives of the program
3. List the details of the program
4. Explain the assessment methods which will be used in the program.

**Content**

Description of the details of program

**Activities**

In this session, coordinator of the program will present the details of the program in a conference activity

## A. University and Medical Education

### Session 5: Life at the Medical Faculty from the Perspective of the students and the faculty members

**Place:** Lecture Hall

**Date:** September 24, 2024

**Duration:** 100 Minutes

**Aim:** At the end of this session, it is expected that students will gain awareness about the medical education process through the experience of the students and faculty members.

**Learning objectives:**

In this regard, the students will be able to:

1. Explain the importance of peer support and responsibility in the medical education process,
2. Explain the importance of integrating personal development in the medical education process with its educational, cultural, and social aspects.
3. Explain the importance of faculty support and responsibility in the medical education process,
4. Explain the importance of integrating personal development in the medical education process with its educational, cultural, and social aspects.

**Content**

Life at the Medical Faculty from the Perspectives of of two students and a Faculty Member

**Activities**

In this session, student experiences and faculty experiences related to medical education will be shared through a panel featuring a pre-clinical phase and a clinical phase student and a faculty member.

## B. Learning Skills

The Learning Skills module is a total of 2 hours and is conducted in small groups announced in the lists available at Moodle and [www.medinfo.hacettepe.edu.tr](http://www.medinfo.hacettepe.edu.tr) before the start date of the sessions (Table 2).

### Session: Learning

**Place:** Small Group Rooms

**Date:** Between October 8 and November 5, 2024 in small groups (lists will be announced)

**Duration:** 2 Hours

**Aim:** The aim of the session is to have students achieve knowledge and awareness about the learning process, learning strategies, and self-regulated learning.

### **Learning objectives:**

At the end of this session, the students will be able to

1. explain the concept of learning
2. explain how learning takes place according to information processing theory
3. define learning strategies
4. become aware of frequently used learning strategies
5. explain the self-regulated learning process
6. make self-evaluation about their own learning experiences

### **Content**

- Basic concepts in learning
- Learning according to information processing theory
- Learning strategies
- Monitoring of learning
- Self-evaluation

### **Teaching methods/techniques**

- Small group work
- Watching videos
- Case study
- Q&A and discussion
- Reflective writing



## Activities

In the first part of this session, there will be reflective writing and case discussion on how learning takes place and which learning strategies can be used in the learning process. In the second part of the session, self-regulated learning and self-assessment will be discussed with question-answer and discussion activities. Students will be asked to prepare a self-assessment about their learning experience using the texts they wrote in the previous section.

## Assessment

- Assignment (50%): After the discussions in the lesson, students are expected to upload the homework on Moodle given under the self-assessment topic.
- Participation (50%)

## Recommended reading materials

- Senemođlu N. Gmleksiz M. stndađ T. đrenmenin Oluřumu đretme Model Strateji ve Teknikleri. İlkđretimde Etkili đretme ve đrenme đretmen El Kitabı. Modl 1. Sayfa:4-28. [http://www.nuraysenemoglu.com/FileUpload/bs678778/File/modul1\\_ogrenmen\\_in\\_olusumu.pdf](http://www.nuraysenemoglu.com/FileUpload/bs678778/File/modul1_ogrenmen_in_olusumu.pdf)
- Ařkın Tekkol İ., Bařar T., řen Z. Turan S. (2017). đrenmede İnsanı OdađaAlmak: Beyin Arařtırmaları Dođrultusunda Bir Tartıřma. 25(3): 1187-1202.
- Zimmerman, B.J., Bonner S. ve Kovach R. (1996). Developing self-regulatedlearners, beyond achievement to self-efficacy. Washington: American Psychological Association.
- Dembo M. Seli H. Motivation And Learning Strategies For College Success ASelf-Management Approach. Tyler&Francis Goup, 2008.
- Zimmerman, B.J., Bonner S. ve Kovach R. (1996). Developing self-regulatedlearners, beyond achievement to self-efficacy. Washington: American Psychological Association.
- Dembo M. Seli H. Motivation and Learning Strategies for College Success ASelf-Management Approach. Tyler&Francis Goup, 2008.

## C. Access to Information

The Access to Information module is face-to-face for a total of 4 hours. In addition, asynchronous materials that students need to work with are presented to their use before the exercises. Face-to-face sessions consist of two sessions including the panel and the exercise (Table 2).

### Session 1: Accurate Information and Managing Infodemic, Medicine, Health, and Technology

**Place:** Lecture Hall

**Date:** November 12, 2024

**Duration:** 2 hours

#### **Aim:**

At the end of this panel, it is aimed that the students know the ways to reach the right information, the concept of infodemic and the current technologies used in the field of medicine.

#### **Learning Objectives**

At the end of this session, the students will be able to:

- Gain awareness about accessing accurate information and the concept of infodemic.
- Explain what the latest technologies utilized in the field of medicine are.
- Explain the concept of artificial intelligence and its use in the field of medicine.

#### **Contents**

- Accessing accurate information, barriers, the concept of infodemic, management
- Artificial intelligence and its use in the field of medicine
- Current technologies used in medical education
- Image processing technologies

#### **Activities**

In this session, the issues such as access to accurate information and its obstacles, the concept and management of infodemic, and interaction will be provided with the question/answer method.

#### **Recommended reading materials**

- Sezer B, Onan A, Elcin M (2016). Sürekli Tıp Eğitiminde Bilişim Teknolojileri. Türkiye Klinikleri, 2016;1(3):1-6.
- Ken Masters (2019) Artificial intelligence in medical education, MedicalTeacher, 41:9, 976-980, DOI: 10.1080/0142159X.2019.1595557
- Infodemic. <https://www.who.int/health-topics/infodemic>

## C. Access to Information

### Session 2: Information Literacy Location: Asynchronous (Online)

**Date:** Always available

**Purpose:** At the end of this section, it is aimed that students will be able to explain the concept and process of information literacy.

#### **Learning Objectives**

At the end of this session, students will be able to;

- Define the concept of information literacy,
- Can explain the process of accessing information,
- Explain the economic, legal and social problems within the framework of the use of information.

#### **Contents**

- The concept of information literacy
- Information resources and access
- Electronic databases

#### **Activities**

In this activity, the concept of information literacy and the process of accessing information are conveyed to students through asynchronous learning resources. Students are expected to study these materials before coming to the 'Information Literacy Exercises' session.

#### **Recommended reading materials**

- Sezer B, Onan A, Elcin M (2016). Sürekli Tıp Eğitiminde Bilişim Teknolojileri. Türkiye Klinikleri, 2016;1(3):1-6.
- Turan S ve Sayek İ (2012). Scientific Research Competencies for Undergraduate Medical Education: The Case From Turkey. The Journal of the International Association of Medical Science Educators, 22(3):190-194.
- Infodemic. <https://www.who.int/health-topics/infodemic>

## C. Access to Information

### Session 3: Information Literacy Exercises

**Place:** Computer lab

**Date:** 12 November - December 24, 2024 in small groups (lists will be announced on Moodle and [www.medinfo.hacettepe.edu.tr](http://www.medinfo.hacettepe.edu.tr))

**Duration:** 2 Hours

**Purpose:** At the end of this section, it is aimed that students will be able to reach and evaluate information by using information tools.

### **Learning Objectives**

At the end of this session, students will be able to:

- Evaluate ways to access necessary information effectively and efficiently,
- Can use the means of accessing information effectively.

### **Contents**

- File sharing
- Accessing the archive, researching articles, using keywords
- Adding visual material to the presentation
- Citation with APA style

### **Activities**

In this activity, the concept of information literacy and the process of accessing information will be practiced in the computer laboratory.

### **Evaluation**

- Participation

### **Recommended reading materials**

- Sezer B, Onan A, Elcin M (2016). Sürekli Tıp Eğitiminde Bilişim Teknolojileri. Türkiye Klinikleri, 2016;1(3):1-6.
- Turan S ve Sayek İ (2012). Scientific Research Competencies for Undergraduate Medical Education: The Case From Turkey. The Journal of the International Association of Medical Science Educators, 22(3):190-194.

## D. Medical Profession

The Medical Profession module is a total of 8 hours and consists of four sessions covering the main themes (Table 2)

### **Session 1: Medical Student**

**Place:** Lecture Hall

**Date:** November 26, 2024

**Duration:** 2 Hours

**Aim:** At the end of this section, students are expected to be able to explain their responsibilities, duties, rights and limits as medical students.

**Learning objectives:**

At the end of this session, the students will be able to:

1. explain the basic concepts (duty, responsibility, rights, limits) related to the identity of the medical student,
2. aware of medical students' responsibilities, duties, rights and limits.

### **Content**

- Student identity and rights
- Meaning, and content of the concepts of “responsibility” and “duty”
- Limits of the medical student

### **Activities**

In this session, a discussion will be held on key questions and basic concepts for the titles of “responsibility”, “duty” and “limits” by watching different movies or reading texts.

### **Assessment**

- Participation

### **Recommended reading materials**

- Aydın İ. Tıp fakültelerinin eğitim işlevi ve etik: Tıp fakültesi öğrencilerinin hak ve sorumlulukları. C.Ü. Tıp Fakültesi Dergisi 2003;25 (4): 12-15. <http://eskidergi.cumhuriyet.edu.tr/makale/480.pdf>
- Güven T. Tıp etiği açısından meslek ve profesyonellik kavramlarının incelenmesi. Hacettepe Tıp Dergisi 2009;40:84-88 [http://www.tip.hacettepe.edu.tr/actamedica/2009/sayi\\_2/baslik5.pdf](http://www.tip.hacettepe.edu.tr/actamedica/2009/sayi_2/baslik5.pdf)

## D. Medical Profession

### Session 2: Values of a physician 1

**Place:** Lecture Hall

**Date:** December 3, 2024

**Duration:** 2 Hours

**Aim:** At the end of this section, students are expected to be able to explain the physician's oath and the values included in it.

#### **Learning objectives:**

At the end of this session, the students will be able to

1. Comprehend the historical course and significance of the physician's oath,
2. May explain the values of a physician,
3. Develop awareness of the values of a physician.

#### **Content**

- Prominent values of the medical profession.
- Physicians' oath
- Historical evolution and significance of physicians' oath
- Physicians oath adopted in Hacettepe University.

#### **Activities**

The session will start with a presentation on the physicians' oath and its historical continuum. An event is planned with the objective of eliciting opinions on the values of medicine outlined in the Hippocratic Oath, specifically tailored for students. Following this event, there will be a discussion centered around the principles of medicine. After the discussion, a video presentation of the Hippocratic Oath ceremony will be showcased.

#### **Assessment**

- Participation

#### **Recommended reading materials**

- Turkish Medical Association. Ethical Codes of Physicians, 1999  
[http://www.deontoloji.hacettepe.edu.tr/belgeler/belgeler\\_2017/ttb\\_meslek\\_etigi.pdf](http://www.deontoloji.hacettepe.edu.tr/belgeler/belgeler_2017/ttb_meslek_etigi.pdf)
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- Gordon, T., Edwards, W.S. (1997) Doctor - Patient Cooperation. Necessary Communication Skills for Anyone Who Participates Patient Care. Sistem Yayıncılık, İstanbul.
- Yakıncı, C., Budakođlu, I.İ. (2018) Clinical Leadership and Management. Akademisyen Kitabevi. Ankara.

## D. Medical Profession

### Session 3: Values of a physician 2

**Place:** Lecture Hall

**Date:** December 10, 2024

**Duration:** 2 Hours

**Aim:** This section ensures medical students will explain core values that a physician should have.

**Learning objectives:**

At the end of this session, the students will be able to:

1. Demonstrate knowledge of medicine and its goals,
2. Demonstrate the ability to discuss the characteristics of an ideal physician,
3. Develop the ability to compare the values of a physician with his/her personal values.

#### **Content**

- Few historical samples of unethical events that physicians involved.
- Medicine and goal of medicine
- Meaning of value and values
- Values of medicine
- Key elements that make up physicians' identity

#### **Activities**

During this session, film excerpts on historical samples of unethical events that physicians involved will be screened, and discussions will be conducted under the following headings:

- Evaluate the events covered in film excerpts over professional values of medicine.
- What values should an ideal physician possess? What is the significance of these values?



- How do you define yourself based on what values? How do you prioritize these values?
- Discuss the overlapping and conflicting aspects between the two value sets mentioned above.

### Assessment

- Participation

### Recommended reading materials

- World Medical Association. Medical Ethics manual.2005  
<http://www.deontoloji.hacettepe.edu.tr/belgeler/belgeler.php>
- Turkish Medical Association. Principles of ethics for medical doctors 2012  
<http://www.deontoloji.hacettepe.edu.tr/belgeler/belgeler.php>
- Füsün Sayek Turkish Medical Association Reports/Books: 2009 International documents for health 2nd ed., October 2009, Ankara
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- Nuremberg War Crimes Trials. <https://www.ushmm.org/>.
- Can Aytakin, 'Japanese Auschwitz Unit 731 and Imperialist Hipocracy, <https://marksist.net/can-aytekin/japonyanin-auschwitzi-731-birim-ve-emperyalist-ikiyuzluluk>
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- Martin Merino, Mario. (2021). Unit 731 : Japan's Angels of Death.
- Hickey, D., Li, S. S., Morrison, C., Schulz, R., Thiry, M., & Sorensen, K. (2017). Unit 731 and moral repair. Journal of Medical Ethics, 43(4), 270-276. <http://www.jstor.org/stable/44606274>
- Unit 731: The Forgotten Asian Auschwitz, Pua, Derek; Dybbro, Danielle; Rogers, Alistair
- Japan's Infamous Unit 731: First-hand Accounts of Japan's Wartime Human Experimentation Program, Hal Gold

## D. Medical Profession

### Session 4: National and International Organizations of Medical Doctors and Medical Students

**Place:** M Hall

**Date:** January 28, 2025

**Duration:** 2 Hours

**Aim:** At the end of this session, students will be able to explain the working scope of some national and international organizations of medical doctors and medical students.

**Learning objectives:**

At the end of this session, the students will be able to

1. Explain the primary areas of work of international health organizations (World Health Organization),
2. Describe the professional organization of medicine at the national and regional levels,
3. Explain the existing regulations regarding the organization of medical students at the international, national, and university levels.

**Content**

- World Health Organization (Dünya Sağlık Örgütü)
- Turkish Medical Association (Türk Tabipleri Birliği)
- Ankara Chamber of Physicians (Ankara Tabip Odası)
- Hacettepe University Faculty of Medicine Student Representation (Hacettepe Üniversitesi Tıp Fakültesi Öğrenci Temsilciliği)

**Activities**

A panel will be organized with the participation of national and international physician organizations, professional associations, and student representatives affiliated with universities. During the panel, the organizational structure and institutional activities of professional organizations will be shared, and a discussion environment will be created on the topic.

**Assessment**

- Participation

**Recommended reading materials**

- <http://www.tip.hacettepe.edu.tr/yonetim/otem.php>
- Türk Tabipleri Birliği. [http://www.tb.org.tr/menu\\_goster.php?Guid=706e317c-7698-11e7-9986-54b29146220c](http://www.tb.org.tr/menu_goster.php?Guid=706e317c-7698-11e7-9986-54b29146220c)
- Dünya Sağlık Örgütü. <http://www.who.int/about/en/>

## **E. Role of Physician in Health System**

“Role of the Physician in Health System” module will be conducted in 8 hours in four different sessions (Table 2).

### **Session 1: Conference and Discussion Hour**

#### **Basic Concepts on Practicing Medicine as a Physician for the Individual and/or Community**

**Place:** Lecture Hall and SGRs

**Date:** February 4, 2025

**Duration:** 2 Hours

**Aim:** At the end of this session, students are expected to gain awareness about physicians’ roles for both the individual and the community.

#### **Learning objectives:**

At the end of this session, the students will be able to:

1. explain the similarities and differences between the individual and the community in medical practices,
2. define the similarities and differences between the individual and community in terms of health and health services,
3. explain the relationship between good medical values and the individual-societal benefits.

#### **Content**

- Individual, community, society, physician
- Community/societal perspective of good medical practices.

#### **Activities**

- Discussion
- Case presentation
- Homework definition (at the end of the session)

## Assessment

- Homework assignment

## Recommended reading materials (web-based)

- [https://www.who.int/health-topics/health-systems-governance#tab=tab\\_1](https://www.who.int/health-topics/health-systems-governance#tab=tab_1) Last accessed: 28.9.2024.
- <https://www.who.int/teams/integrated-health-services/> Last accessed: 28.9.2024.
- [http://www.who.int/topics/primary\\_health\\_care/en/](http://www.who.int/topics/primary_health_care/en/) Last accessed: 28.9.2024.
- <http://www.saglik.gov.tr/> Last accessed: 28.9.2024.
- <https://apps.who.int/gb/bd/PDF/bd47/EN/constitution-en.pdf> Last accessed: 28.9.2024.
- <https://www.wma.net/> Last accessed: 28.9.2024.
- <https://www.wma.net/what-we-do/education/medical-ethics-manual/> Last accessed: 28.9.2024.
- <https://www.un.org/en/global-issues/human-rights> Last accessed: 28.9.2024.
- <https://www.who.int/news-room/fact-sheets/detail/human-rights-and-health> Last accessed: 28.9.2024.

## **E. Role of Physician in Health System**

### **Session 2: Conference and Discussion Hour**

#### **An Ideal Health System: Why? How?**

**Place:** Lecture Hall

**Date:** February 11, 2025

**Duration:** 2 Hours

**Aim:** At the end of this session, raising awareness among the students on the need of a health system based on “right to health” is expected.

#### **Learning objectives:**

In this regard, the students will be able to:

1. Define what “right to health” is,
2. Explain how health services should be organized compatible with the “right to health”,
3. Say how resources should be rationally allocated.

#### **Content**

- Need for the health systems.
- Need for the health systems based on “right to health” perspective.
- Rationale use of resources in delivering health services

#### **Activities**

- Discussion
- Case presentation
- Critical thinking and assessment exercises
- Media content sharing
- Homework definition at the end of the session

## Assessment

- Homework assignment

## Recommended reading materials (web-based)

- [https://www.who.int/health-topics/health-systems-governance#tab=tab\\_1](https://www.who.int/health-topics/health-systems-governance#tab=tab_1) Last accessed: 28.9.2024.
- <https://www.who.int/teams/integrated-health-services/> Last accessed: 28.9.2024.
- [http://www.who.int/topics/primary\\_health\\_care/en/](http://www.who.int/topics/primary_health_care/en/) Last accessed: 28.9.2024.
- <http://www.saglik.gov.tr/> Last accessed: 28.9.2024.
- <https://apps.who.int/gb/bd/PDF/bd47/EN/constitution-en.pdf> Last accessed: 28.9.2024.
- <https://www.wma.net/> Last accessed: 28.9.2024.
- <https://www.wma.net/what-we-do/education/medical-ethics-manual/> Accessed: Last accessed: 28.9.2024.
- <https://www.un.org/en/global-issues/human-rights> Last accessed: 28.9.2024.
- <https://www.who.int/news-room/fact-sheets/detail/human-rights-and-health> Last accessed: 28.9.2024.

## **E. Role of Physician in Health System**

### **Session 3: Panel 1**

#### **Physician in Health System**

**Place:** M Hall

**Date:** February 18, 2025

**Duration:** 2 Hours

**Aim:** At the end of this session, the students should be able to understand the basic institutions in the health system.

#### **Learning objectives:**

In this regard, the students will be able to:

1. Define the basic components of health system,
2. Explain the public health systems,
3. Define the roles of medical professional organizations,
4. Explain the role of physicians in medical education.

#### **Content**

- Need for Public mechanisms
- NGOs
- Roles of medical organizations in health services
- Community and physician in medical education

#### **Activities**

- Presentation by panelists representing different components of the system including medical organizations, role of physicians, etc.
- Discussion will focus on components of health system and role of the physician.

#### **Assessment**

- Participation

## Recommended reading materials (web-based)

- [https://www.who.int/health-topics/health-systems-governance#tab=tab\\_1](https://www.who.int/health-topics/health-systems-governance#tab=tab_1) Last accessed: 28.9.2024.
- <https://www.who.int/teams/integrated-health-services/> Last accessed: 28.9.2024.
- [http://www.who.int/topics/primary\\_health\\_care/en/](http://www.who.int/topics/primary_health_care/en/) Last accessed: 28.9.2024.
- <http://www.saglik.gov.tr/> Last accessed: 28.9.2024.
- <https://apps.who.int/gb/bd/PDF/bd47/EN/constitution-en.pdf> Last accessed: 28.9.2024.
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- <https://www.un.org/en/global-issues/human-rights> Last accessed: 28.9.2024.
- <https://www.who.int/news-room/fact-sheets/detail/human-rights-and-health> Last accessed: 28.9.2024.



## **E. Role of Physician in Health System**

### **Session 4: Panel 2**

#### **Health Team and Collaboration of the Health Professionals**

**Place:** M Hall

**Date:** February 25, 2025

**Duration:** 2 Hours

**Aim:** At the end of this session, the students should be able to be aware about the roles of health professionals and physicians within the scope of health services.

#### **Learning objectives:**

In this regard, the students will be able to:

1. Explain the “team” concept,
2. Define the responsibilities of the team in health services,
3. Explain the roles of the team members,
4. Define the roles and responsibilities of the physicians in providing health services.

#### **Content**

- Health team
- Health professionals
- Physicians as a component of health professionals
- Roles and responsibilities of the physicians in health service delivery

#### **Activities**

- Presentation by panelists representing different components of the system including medical organizations, physicians, nurses, etc.

#### **Assessment**

- Participation

## Recommended reading materials (web-based)

- [https://www.who.int/health-topics/health-systems-governance#tab=tab\\_1](https://www.who.int/health-topics/health-systems-governance#tab=tab_1) Last accessed: 28.9.2024.
- <https://www.who.int/teams/integrated-health-services/> Last accessed: 28.9.2024.
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- <http://www.saglik.gov.tr/> Last accessed: 28.9.2024.
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- <https://www.wma.net/> Last accessed: 28.9.2024.
- <https://www.wma.net/what-we-do/education/medical-ethics-manual/> Last accessed: 28.9.2024.
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- <https://www.who.int/news-room/fact-sheets/detail/human-rights-and-health> Last accessed: 28.9.2024.

**Table 2.** Program details

Becoming a Physician													
Date	Module	Department in charge	Topic	Time		Place	Access to Information Module						
				Turkish Group	English Group		Department in charge	Time		Place			
								Turkish Group	English Group				
September 23, 2024	University and Medical Education	Dean's Office & MEDINFO	Medical Education in the 21 <sup>st</sup> Century	9.40-10.30	9.40-10.30	Lecture Hall							
September 23, 2024	University and Medical Education	Dean's Office & MEDINFO	University and Medicine	10.40-11.30	10.40-11.30	M Hall							
September 23, 2024	University and Medical Education	Dean's Office & MEDINFO	Medical Practice	11.40-12.30	11.40-12.30	M Hall							
September 23, 2024	University and Medical Education	Dean's Office & MEDINFO	Becoming a Physician Program-Program Introduction	14.40-15.30	13.40-14.30	Lecture Hall							
September 24, 2024	University and Medical Education	Dean's Office & MEDINFO	Life at the Medical Faculty from the Perspective of Medical Students and Faculty Member	9.00-10.20	10.40 - 12.00	Lecture Hall							
October 8, 2024	Learning Skills	MEDINFO	Learning	08.40 - 10.30	10.40 - 12.30	SGR							
October 15, 2024	Learning Skills	MEDINFO	Learning	10.40 - 12.30	08.40 - 10.30	SGR							
October 22, 2024	Learning Skills	MEDINFO	Learning	10.40 - 12.30	08.40 - 10.30	SGR							
November 5, 2024	Learning Skills	MEDINFO	Learning	08.40 - 10.30	10.40 - 12.30	SGR				MEDINFO (With the presentation of the guest lecturer from the Department of Public Health: Infodemic management in good medical practices)	11.40-12.30	9.40-10.30	Lecture Hall
November 12, 2024	Access to Information									MEDINFO	08.40 -10.30	10.40-12.30	Computer Lab.
November 19, 2024	Access to Information						MEDINFO	08.40 -10.30	10.40-12.30	Computer Lab.			
November 26, 2024	Medical Profession	Medical History and Ethics	Medical Student	08.40 - 10.30	10.40 - 12.30	Lecture Hall	MEDINFO	10.40- 12.30	08.40-10.30	Computer Lab.			

**Table 2 (continued).** Program details

Becoming a Physician										
Date	Module	Department in charge	Topic	Time		Place	Access to Information Module			
				Turkish Group	English Group		Department in charge	Time		Place
								Turkish Group	English Group	
December 3, 2024	Medical Profession	Medical History and Ethics	Values of a Physician 1	08.40 - 10.30	10.40 - 12.30	Lecture Hall				
December 10, 2024	Medical Profession	Medical History and Ethics	Values of a Physician 2	08.40 - 10.30	10.40 - 12.30	Lecture Hall	MEDINFO	10:40 - 12:30	08.40- 10.30	Computer Lab.
December 17, 2024							MEDINFO	08.40 - 10.30	10.40- 12.30	Computer Lab.
December 24, 2024							MEDINFO	10.40- 12.30	8.40 - 10.30	Computer Lab.
January 28, 2025	Medical Profession	Medical History and Ethics	National and International Organizations of Medical Doctors and Medical Students	10.40 - 12.30	10.40 - 12.30	M Hall				
February 4, 2025	Role of Physician in Health System	Public Health	Basic Concepts on Practicing Medicine as a Physician for the Individual and/or Community	10.40 - 12.30	08.40 - 10.30	Lecture Hall and SGR <sup>a</sup>				
February 11, 2025	Role of Physician in Health System	Public Health	An Ideal Health System: Why? How?	10.40 - 12.30	08.40 - 10.30	Lecture Hall and SGR <sup>a</sup>				
February 18, 2025	Role of Physician in Health System	Public Health	Physician in Health System	10.40 - 12.30	10.40 - 12.30	M Hall				
February 25, 2025	Role of Physician in Health System	Public Health	Health Team and Collaboration of the Health Professionals	10.40 - 12.30	10.40 - 12.30	M Hall				

<sup>a</sup> Students will be informed about the venue before the activity.

**Important Additional Information:**

- The lists of the groups of students who will participate in the “learning” session in the learning skills module and the small group rooms where the activity will take place will be announced on the website [medinfo.hacettepe.edu.tr](http://medinfo.hacettepe.edu.tr) on October 6, 2023, and will be posted on the boards in the location of the relevant rooms.
- Practical training of the access to information module will be carried out in the Şehit Onbaşı Cihan Eren Computer Laboratory, and which students will participate in the practical training and on which date will be announced on the website [medinfo.hacettepe.edu.tr](http://medinfo.hacettepe.edu.tr). Before participating in this practice session, students will review the asynchronous learning material (presentation) that are shared in Moodle.

**Abbreviations:** SGR: Small Group Room MEDINFO: Medical Education and Informatics

## Assessment

The Becoming a Physician Program consists of 5 basic modules. The assessment methods to be used in each module and their rate to the evaluation are given in the table below. The grade rate of each module to the evaluation is 25%. The score of the Becoming a Physician Program will be calculated by adding the points obtained from the modules.

Module	Assessment	Grade Rate
A. University and Medical Education	Participation	-
B. Learning Skills	Assignment (50%) and participation (50%)	%25
C. Access to Information	Session 1: Participation Session 2: Participation Session 3: Participation (%100)	%25
D. Medical Profession	Session 1: Participation (25%) Session 2: Participation (25%) Session 3: Participation (25%) Session 4: Participation (25%)	%25
E. Role of Physician in Health System	Session 1: Assignment (25%) Session 2: Assignment (25%) Session 3: Participation (25%) Session 4: Participation (25%)	%25

## Contact details

Name of the module	Details
University and Medical Education	Prof. Dr. Dilek Aslan diaslan@hacettepe.edu.tr
Learning Skills	Department of Medical Education and Informatics Tel: 0312 3052617 Assoc. Prof. Dr. Gülşen Taşdelen Teker gulsentasdelen@hacettepe.edu.tr Res. Assist. Merih Öztoprak <a href="mailto:merihoz85@gmail.com">merihoz85@gmail.com</a>
Access to Information	Department of Medical Education and Informatics Tel: 0312 3052617 Assoc. Prof. Dr. Barış Sezer barissezer@hacettepe.edu.tr Res. Assist. Dr. Merih Öztoprak <a href="mailto:merihoz85@gmail.com">merihoz85@gmail.com</a>
Medical Profession	Department of Medical History and Ethics Tel: 0312 3054361 Assoc. Prof. Dr. Önder İlgili <a href="mailto:ilgili@hacettepe.edu.tr">ilgili@hacettepe.edu.tr</a>
Role of Physician in Health System	Department of Public Health Tel: 0312 3051595 Prof. Dr. Dilek Aslan diaslan@hacettepe.edu.tr

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