

“Academic Ethics” Course Information

Course Name	Code	Semester	Theory (hrs/week)	Application	Laboratory (hs/week)	National Credit	ECTS
Academic Ethics	TTE 716 733	2. yarıyıl	2	0	0	2	5 -6
Perquisites	None						
Course language	Turkish						
Course type	Elective						
Mode of Delivery	Face to face						
Learning and teaching strategies	Lecture, Discussion, Case Study, Problem Solving, Preparing and/or Presenting Reports						
Instructor (s)	Prof. Dr. Nüket Örnek Büken, Doç. Dr. Önder İlgili, Dr. Öğr. Üyesi Müge Demir						
Course objective	To ensure that students gain knowledge, awareness and sensitivity on academic ethics and related issues						
Learning outcomes	<p>At the end of the course students will be able to</p> <ol style="list-style-type: none"> 1. Explain historical development of university and academic life 2. Describe violations of academic ethics with awareness of academic value system 3. Suggest coping strategies for violation of ethics 4. Apply ethical problem solving methods to academic ethics problems 						
Course Content	Academic ethics issues, problems and problem solving methods in relation with academic life and academic identity with historical perspective						
References	<ul style="list-style-type: none"> - Adıvar A. Tarih Boyunca İlim ve Din. İstanbul: Remiz Kitabevi, 1994. - Castiglioni A. A History of Medicine. 1958. - Ertekin C, Berker N, Tolun A, Ülkü D. Bilimsel Araştırmada Etik ve Sorunları, Ankara: TÜBA (Türkiye Bilimler Akademisi) Yayınları, 2002. - Foucault, M. Hapishanenin Doğuşu. (çev.) Mehmet Ali Kılıçbay, Ankara: İmge, 1992. - Gillin CT. The bog-like ground on which we tread: Arbitrating academic freedom in Canada”, The Canadian Review of Sociology and Anthropology 2002;39(3):301-322. - Hacettepe Üniversitesi Senatosunda Kabul Edilmiş Etiğe Aykırı Davranışlar - Hacettepe Üniversitesi Tacizden Korunma ve Koruma Kılavuzu - Hacettepe Üniversitesinin Etik Değer ve İlkeleri - Harvie D. Alienation, Class and Enclosure in UK Universities. Capital and Class 2000;71:103-132. - Kılıçbay MA. Hayalimdeki Üniversite. Düşünen Siyaset 1999;1(3):17-20. - Magna Carta Universitatum. Bologna Process Committee, 900th Aniversary of the Alma-mater, Bologna, Italy. 1988 - Nasuhioğlu İ. Tıp Tarihine Kısa Bir Bakış. Ankara, 1974. - Teichler U. Higher education policy and the world of work: changing conditions and challenges. Higher Education Policy 1999;12:285-312. - Timur T. Toplumsal Değişme ve Üniversiteler. Ankara: İmge Yayıncılık, 2000. - UNESCO. Statement on Academic Freedom, University Autonomy and Social Responsibility 1998. http://www.unesco.org/iau/tfaf_statement.html - Yıldırım C. Bilim Tarihi. Ankara: Remzi Kitabevi, 1991. 						

“Academic Ethics” Course Outline Weekly

Weeks	Topics
1.	Description of university and academy
2.	Middle Ages in the evolution of university
3.	Madrasahs in Islamic world and schools of Europe in Middle Ages
4.	Establishment of Ottoman University: Darülfünun
5.	Ottoman society, Constitutionalism and science
6.	The Republic and establishment of universities, 1933 university reform and beyond
7.	Academic ethics in Turkish Universities
8.	Globalism and universities
9.	Essentials of an ideal university
10.	Description of academic ethics
11.	Mostly encountered unethical attitudes and behaviors in universities
12.	University administration’s attitudes and behaviors which are unethical and inappropriate to academic autonomy and merit
13.	Violation of research and publication ethics, mobbing, abuse and maltreatment
14.	Hacettepe University Academic Ethics Committee and academic ethics principles
15.	General preparation
16.	Final exam

“Academic Ethics” Assessment methods

Course Activities	Number	Percentage
Attendance	14	15
Laboratory	-	-
Application	-	-
Field activities	-	-
Specific practical training	-	-
Assignments	1	15
Presentation	1	10
Project	-	-
Seminar	1	10 30
Midterms	-	-
Final exam	1	50 30
Total		100
Percentage of semester activities contributing grade success		50 40
Percentage of final exam contributing grade success		50 60
Total		100

“Academic Ethics” Workloads and ECTS Calculation

Activities	Number	Duration (hour)	Total Work Load
Course Duration (x14)	14	2	28
Laboratory	0	0	0
Application	0	0	0
Specific practical training	0	0	0
Field activities	0	0	0
Study Hours Out of Class (Preliminary work, reinforcement, ect)	14	2	28
Presentation / Seminar Preparation	2	20 25	40 50
Project	-	-	-
Homework assignment	1	24	24
Midterms (Study duration)	0	0	0
Final Exam (Study duration)	1	30 50	30 50
Total Workload			150 180

“Academic Ethics” Matrix of the Course Learning Outcomes Versus Program Outcomes

Program Outcomes	Contribution level*				
	1	2	3	4	5
1. Highly knowledgeable of ethical / value problems that will be aroused by cutting-edge technology in biomedicine					
2. Approaches to value problems will/be aroused in bioethics, health-care ethics- medical ethics and clinical ethics with environmental and civic awareness; is aware of ethical dilemmas and describe ethical problem solving methods particular to these dilemmas; develops and applies original ethical problem solving methods					X
3. In his/her institution, recognizes ethics committee (research, clinical, animal experiment, academic...) need and be a leader of founding ethics committees.					X
4. In his/her institution, gives ethics consultation in any problem about bioethics and biomedicine to anyone who needs					X
5. Systematically evaluates, uses and analyzes the institutional and national policies and national and international ethical and legal regulations about bioethics and biomedical ethics					
6. Researches and writes multidisciplinary, interdisciplinary or transdisciplinary, qualitative or quantitative, national or international projects on current/anticipated issues of bioethics (medical ethics)					
7. Uses current developments in bioethics for the benefit of society considering national values and conditions with gender awareness; actively participated in establishing policies, guidelines, national and international ethical and legal regulations about bioethics and biomedical ethics				X	
8. Be an active member and leader in the national (TTB Etik Komisyonu, TEDMER...) and international (UNESCO, ICH-GCP...) ethics committees and commissions					X
9. Prepares and conducts training programmes on bioethics, health-care ethics, medical ethics, clinical ethics and history of medicine for all level of education - baccalaureate, master's, doctorate and when necessary for public -.		X			
10. Evaluates history of medicine with an evolutionary approach and as a part of the history of science; describes historical development, basic ideas, philosophy and value system of medicine and profession.			X		
11. Differentiates ground/context and figure in assessing historical phenomenon/events; recognizes casual relationships and uses history to foresee future					
12. Researches and writes multidisciplinary, interdisciplinary or transdisciplinary, national or international projects on history of medicine using methodology of history.					
13. Presents his/her academic knowledge effectively and systematically to the scholarly audiences oral or written format				X	

*1 Lowest, 2 Low, 3 Average, 4 High, 5 Highest