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| **Year 1** | | | | | |
| Code | Course Name | ECTS | D+U+L | T/S | Language |
| Fall Semester | | | | | |
| 521603301 | [GENERAL MEDICAL HISTORY](#DERS521601301) | 7.5 | 3+0+0 | COMPULSORY | TURKISH |
| 521603305 | [MEDICAL ETHICS](#DERS521601305) | 7.5 | 3+0+0 | COMPULSORY | TURKISH |
| 521603307 | [ETHICS BIOETHICS MEDICAL ETHICS](#DERS521601307) | 7.5 | 3+0+0 | COMPULSORY | TURKISH |
| 521603302 | [PALEOGRAPHY](#DERS521601302) | 7.5 | 3+0+0 | ELECTIVE | TURKISH |
| 521603303 | [FUNDAMENTAL PRINCIPLES OF LAW](#DERS521601303) | 7.5 | 3+0+0 | ELECTIVE | TURKISH |
| 521603304 | [ARCHIVE STUDIES AND DOCUMENTATION](#DERS521603304) | 7.5 | 3+0+0 | ELECTIVE | TURKISH |
| 521603306 | [SCIENCE ETHICS](#DERS521601306) | 7.5 | 3+0+0 | ELECTIVE | TURKISH |
| 521603308 | [HEALTH COMMUNICATION AND ETHICS](#DERS521601308) | 7.5 | 3+0+0 | ELECTIVE | TURKISH |
| 521603309 | [ETHICAL ISSUES IN SURGERY](#DERS521601309) | 7.5 | 3+0+0 | ELECTIVE | TURKISH |
| 521603310 | [PATIENT-CENTERED HOLISTIC APPROACH TO HEALTH](#DERS521601310) | 7.5 | 3+0+0 | ELECTIVE | TURKISH |
| 521603311 | [ETHICAL DILEMMA IN HEALTH](#DERS521601311) | 7.5 | 3+0+0 | ELECTIVE | TURKISH |
| 521603312 | [ETHICAL COMMITTEES AND EVALUATION](#DERS521601312) | 7.5 | 3+0+0 | ELECTIVE | TURKISH |
| 521603313 | [CREATING ETHICAL CODES](#DERS521601313) | 7.5 | 3+0+0 | ELECTIVE | TURKISH |
| 521603314 | [VALUES IN MEDICAL ETHICS](#DERS521601314) | 7.5 | 3+0+0 | ELECTIVE | TURKISH |
| 521601600 | SPECIALIZED FIELD COURSE | 5 | 3+0+0 | COMPULSORY | TURKISH |
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| Spring Term | | | | | |
| 521604301 | [MORALS AND LAW ACCORDING TO THE UTILITARIIST THEORY](#DERS521602301) | 7.5 | 3+0+0 | ELECTIVE | TURKISH |
| 521604302 | [CIVIL LAW AND ETHICS](#DERS521602302) | 7.5 | 3+0+0 | ELECTIVE | TURKISH |
| 521604303 | [ADVANCED PALEOGRAPHY](#DERS521602303) | 7.5 | 3+0+0 | ELECTIVE | TURKISH |
| 521604304 | [ETHICS-METAETHICS](#DERS521602304) | 7.5 | 3+0+0 | ELECTIVE | TURKISH |
| 521604305 | [HISTORY OF SCIENCE](#DERS521602305) | 7.5 | 3+0+0 | ELECTIVE | TURKISH |
| 521604306 | [HEALTH CARE ETHICS](#DERS521602306) | 7.5 | 3+0+0 | ELECTIVE | TURKISH |
| 521604307 | [GENDER AND HEALTH FROM AN ETHICAL PERSPECTIVE](#DERS521602307) | 7.5 | 3+0+0 | ELECTIVE | TURKISH |
| 521604308 | [PRIMARY HEALTH CARE AND ETHICS](#DERS521602308) | 7.5 | 3+0+0 | ELECTIVE | TURKISH |
| 521604309 | [ETHICS AND LITERATURE](#DERS521602309) | 7.5 | 3+0+0 | ELECTIVE | TURKISH |
| 521604310 | [CULTURE AND MEDICINE](#DERS521602310) | 7.5 | 3+0+0 | ELECTIVE | TURKISH |
| 521601600 | SPECIALIZED FIELD COURSE | 5 | 3+0+0 | COMPULSORY | TURKISH |
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| **COURSE CODE:** | **521603301** | | **DEPARTMENT: MEDICAL HISTORY AND ETHICS** | | | |
| **COURSE NAME:** | **GENERAL MEDICAL HISTORY** | |  | | | |
| **TEACHING THE COURSE**  **STAFF**  **Prof. Dr. Nurdan KRIMLIOGLU** | | **COURSE LANGUAGE**  **Turkish: X**  **English: ** | | **Category of the Course** | | |
| Technical | Medical | Other( …… ) |
|  | |  | |  | X |  |

**COURSE LEVEL**

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| **SCIENTIFIC PREPARATION** | **DEGREE** | **DOCTORATE** | **SPECIALIZED FIELD COURSE** |
| **** | **** | **X** | **** |

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| **SEMESTER** | **WEEKLY CLASS HOURS** | | | **YOUR COURSE** | | | |
| **Theoretical** | **APPLICATION** | **Lab** | **Credit** | **ECTS** | **TYPE** | |
| Spring ****  Fall **X** | 3 |  |  | 3 | 7.5 | MANDATORY ELECTIVE  **X** | |
|  | | | | | | | |
| **EVALUATION CRITERIA** | | | | | | | |
| **SEMESTER ACTIVITIES** | | | **Type of activity** | | | **Number** | **Percentage (%)** |
| Midterm Exam | | | **1** | **40** |
| Quiz | | |  |  |
| Homework | | |  |  |
| Project | | |  |  |
| Oral examination | | |  |  |
| Other ( ……… ) | | |  |  |
| **Final Exam** | | | | **60** |
| **PREREQUISITE(S)** | | |  | | | | |
| **SHORT COURSE CONTENT** | | | covered by medicine from past to present . Medicine and civilizations in ancient civilizations, the Middle Ages and the Renaissance . Contributions to medicine and physicians who shaped medicine from a retrospective perspective and their contributions to today's medicine. | | | | |
| **COURSE AIMS** | | | To have knowledge about the stages that medicine has gone through, starting from ancient times . | | | | |
| **COURSE CONTRBUTION TO THE PROFESSIONAL EDUCATION OBJECTIVES** | | | To examine evolutionary medicine and make comparisons with today's modern medicine by making comments. | | | | |
| **LEARNING OUTCOMES OF THE COURSE** | | | The student analyzes the historical development of medicine by dividing it into periods, compares medical practices across different civilizations, and critically evaluates the historical roots of modern medicine." | | | | |
| **TEXTBOOK** | | | 1- Ayşegül Demirhan Erdemir, “Brief History of Medicine” ,, Bursa University Publications, Bursa 1982.  2-Ali Haydar Bayat “History of Medicine”, Sade Printing House, Izmir , 2003 | | | | |
| **OTHER REFERENCES** | | | 1- Albert S. Lyons , Joseph Perrucelli Medicine An Illustrated History , Abradele Press New York, 1987  2-Ayşegül Demirhan Erdemir, “Medical Deontology and General Medical History” Güneş&Nobel Publications, Istanbul , 1996  3- Esin Kahya , Ayşegül Demirhan Erdemir, Medical and Health Institutions from the Ottoman Empire to the Republic in the Light of Science, TDVY, 2000 | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | |  | | | | |

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|  | **WEEKLY PLAN OF THE COURSE** | |
| **WEEK** | **HISTORY** | **TOPICS COVERED** |
| 1 |  | Physician-medicine-medical history-culture |
| 2 |  | Medicine and medical practices in prehistoric times |
| 3 |  | Ancient Mesopotamia Egypt Hittite Medicine |
| 4 |  | Ancient Indian , Chinese medicine |
| 5 |  | Ancient Greek Rome |
| 6 |  | Middle Ages and Medicine |
| 7 |  | Renaissance and medicine |
| 8 |  | 16th century medicine |
| 9 |  | 17th century medicine |
| 10 |  | Clinical schools in the first half of the 18th century |
| 11 |  | Basic sciences in the first half of the 19th century |
| 12 |  | Clinical medicine in the first half of the 19th century |
| 13 |  | Bacteriology in the first half of the 19th century |
| 14 |  | Surgery and gynecology in the first half of the 19th century |
| 15 |  | Public health in the first half of the 20th century |
| 16 |  | Major developments in medicine in the first half of the 20th century |

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| **CONTRIBUTION OF COURSE LEARNING OUTCOMES TO PROGRAM LEARNING OUTCOMES** | | **Contribution Level** | | |
| **NO** | **LESSON OUTCOMES** | **1**  **Little** | **2**  **Middle** | **3**  **High** |
| LO 1 | The student can gain knowledge about physicians, medicine, medical history, and culture, and comprehend all of them within their historical development. |  | X | X |
| LO 2 | They can understand the prehistoric period and grasp medical practices during this era. |  | X | X |
| LO 3 | They can comprehend the medical practices of Ancient Mesopotamia, Egypt, and the Hittite period. |  | X | X |
| LO 4 | They can understand the civilizations of Ancient India and China, along with the medical practices of these periods. |  | X | X |
| LO 5 | They can comprehend the medical practices of Ancient Greek and Roman periods. |  | X | X |
| LO 6 | They can understand the Middle Ages and the medical practices of that era. |  | X | X |
| LO 7 | They can comprehend the Renaissance period, its significance, and the medical practices during this time. |  | X | X |
| LO 8 | They can understand 16th-century medicine, its practices, and treatment methods. |  | X | X |
| LO 9 | They can understand 17th-century medicine, its practices, and treatment methods. |  | X | X |
| LO 10 | They can understand 18th-century medicine, its practices, and treatment methods. |  | X | X |
| LO 11 | They can comprehend 19th-century medicine, its practices, treatment methods, and basic sciences. |  | X | X |
| LO 12 | They can understand 19th-century medicine, its practices, and treatment methods. |  | X | X |
| LO 13 | They can understand 19th-century medicine, its practices, and treatment methods, and gain insight into the fields of surgery and gynecology. |  | X | X |
| LO 14 | They can grasp public health practices and treatments in the first half of the 20th century. |  | X | X |
| LO 15 | They can comprehend the major developments in medicine in the first half of the 20th century and understand the treatment methods. |  | X | X |
| LO 16 | Final |  | X | X |

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| **Instructor of the Course**  **Signature**  **Prof. Dr. Nurdan KIRIMLIOĞLU** | **History**  **24.04.2025** |

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| **COURSE CODE:** | **521603302** | | **DEPARTMENT: MEDICAL HISTORY AND ETHICS** | | | |
| **COURSE NAME:** | **PALEOGRAPHY** | |  | | | |
| **TEACHING THE COURSE**  **STAFF**  **Araş.Gör. Dr. Cem Hakan Başaran** | | **COURSE LANGUAGE**  **Turkish: X**  **English: ** | | **Category of the Course** | | |
| Technical | Medical | Other( …… ) |
|  | |  | |  | X |  |

**COURSE LEVEL**

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| **SCIENTIFIC PREPARATION** | **DEGREE** | **DOCTORATE** | **SPECIALIZED FIELD COURSE** |
| **** | **** | **X** | **** |

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| **SEMESTER** | **WEEKLY CLASS HOURS** | | | **YOUR COURSE** | | | |
| **Theoretical** | **APPLICATION** | **Lab** | **Credit** | **ECTS** | **TYPE** | |
| Spring ****  Fall **X** | 3 |  |  | 3 | 7.5 | MANDATORY ELECTIVE  ** X** | |
|  | | | | | | | |
| **EVALUATION CRITERIA** | | | | | | | |
| **SEMESTER ACTIVITIES** | | | **Type of activity** | | | **Number** | **Percentage (%)** |
| Midterm Exam | | | **1** | **40** |
| Quiz | | |  |  |
| Homework | | |  |  |
| Project | | |  |  |
| Oral examination | | |  |  |
| Other ( ……… ) | | |  |  |
| **Final Exam** | | | | **60** |
| **PREREQUISITE(S)** | | |  | | | | |
| **SHORT COURSE CONTENT** | | | To decipher old texts. To teach the different spelling features of Ottoman Turkish ( Rik'a , Nesih etc.) and the rules related to the subject, and to train students in this field by solving sample texts. | | | | |
| **COURSE AIMS** | | | To ensure that students are trained according to the content of the course. | | | | |
| **COURSE CONTRBUTION TO THE PROFESSIONAL EDUCATION OBJECTIVES** | | | Students taking this course will have the opportunity to learn and understand the language of our rich cultural heritage better, access and evaluate information about the field they will be working on, and reach new conclusions. | | | | |
| **LEARNING OUTCOMES OF THE COURSE** | | | "The student recognizes writing systems from different historical periods, reads and analyzes historical documents, and evaluates paleographic data within their historical context." | | | | |
| **TEXTBOOK** | | | Ali.K.Belviranlı , “Ottoman Turkish”, Marifet Publications , Istanbul . | | | | |
| **OTHER REFERENCES** | | | 1-.R.Muharrem Ergin,” Ottoman Language Lessons”, Istanbul University Literature Fkl.Publications .  2-.Faruk K. Timurtaş, Ottoman II  3- Ali.K.Belviranlı , “Ottoman Spelling Guide”  4- Osman Şevki, “ Five and a Half Centuries of Turkish Medicine History”  5-Archive documents | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | |  | | | | |

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|  | **WEEKLY PLAN OF THE COURSE** | |
| **WEEK** | **HISTORY** | **TOPICS COVERED** |
| 1 |  | Ottoman and Ottoman paleography |
| 2 |  | Writing features of Ottoman documents |
| 3 |  | General spelling and writing features in Ottoman Turkish |
| 4 |  | Nesih and Rika scripts in Ottoman Turkish |
| 5 |  | Sample texts |
| 6 |  | Words of Arabic origin |
| 7 |  | Persian suffixes |
| 8 |  | Midterm Exam |
| 9 |  | Reading characteristics of documents |
| 10 |  | Numbers |
| 11 |  | Writing of months and days in documents |
| 12 |  | Sample copies from Takvim-i Vakayi |
| 13 |  | Sample texts on Turkish medical history |
| 14 |  | Bezm -i alem valide sultan foundation charter-sample text |
| 15 |  | The Ottoman Empire's Memorandum of Understanding |
| 16 |  | Final |

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| **CONTRIBUTION OF COURSE LEARNING OUTCOMES TO PROGRAM LEARNING OUTCOMES** | | **Contribution Level** | | |
| **NO** | **LESSON OUTCOMES** | **1**  **Little** | **2**  **Middle** | **3**  **High** |
| LO 1 | They know that documents (vesikalar) were generally used in state correspondence and legal records. |  | X | X |
| LO 2 | They can distinguish the reading characteristics of different scripts used in Ottoman documents (Naskh, Rika, Divani, etc.). |  | X | X |
| LO 3 | They can analyze the periodical use and stylistic differences of Ottoman numerals. |  | X | X |
| LO 4 | They can analyze the differences in spelling and historical usage of days and month names in Ottoman documents. |  | X | X |
| LO 5 | They know what Takvim-i Vekayi was as the official gazette of the Ottoman Empire and understand its purpose. |  | X | X |
| LO 6 | They recognize the types of texts published in Takvim-i Vekayi, such as decrees, edicts, and orders from the sultan. |  | X | X |
| LO 7 | They gain knowledge about the basic principles of Turkish medicine, physical health, and diagnosis and treatment of diseases. |  | X | X |
| LO 8 | They acquire general information about key medical works from the Ottoman and Seljuk periods. |  | X | X |
| LO 9 | They learn about the purpose and main function of the Bezm-i Âlem Valide Sultan Foundation. |  | X | X |
| LO 10 | They understand the main rules and aims found in charitable endowment deeds (vakfiye), such as aid for the poor, the sick, and the scholarly class (ilmiye). |  | X | X |
| LO 11 | They understand that these documents often regulate individuals’ relationships with the state. |  | X | X |
| LO 12 | They realize that the people mentioned in tezkires (biographical dictionaries) were usually individuals of high status in society. |  | X | X |
| LO 13 | They know that documents (vesikalar) were generally used in state correspondence and legal records. |  | X | X |
| LO 14 | They can distinguish the reading characteristics of different scripts used in Ottoman documents (Naskh, Rika, Divani, etc.). |  | X | X |
| LO 15 | They can analyze the periodical use and stylistic differences of Ottoman numerals. |  | X | X |

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| **Instructor of the Course**  **Signature**  **Araş.Gör. Dr. Cem Hakan Başaran** | **History**  **24.04.2025** |

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| **COURSE CODE:** | **521603303** | **DEPARTMENT: MEDICAL HISTORY AND ETHICS** | | |
| **COURSE NAME:** | **FUNDAMENTAL PRINCIPLES OF LAW** |  | | |
| **TEACHING THE COURSE**  **STAFF**  **Dr. Lecturer . Neval OKAN** | **COURSE LANGUAGE**  **Turkish: X**  **English: ** | **Category of the Course** | | |
| Technical | Medical | Other( …… ) |
|  |  |  | X |  |

**COURSE LEVEL**

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| **SCIENTIFIC PREPARATION** | **DEGREE** | **DOCTORATE** | **SPECIALIZED FIELD COURSE** |
| **** | **** | **X** | **** |

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| **SEMESTER** | **WEEKLY CLASS HOURS** | | | **YOUR COURSE** | | | |
| **Theoretical** | **APPLICATION** | **Lab** | **Credit** | **ECTS** | **TYPE** | |
| Spring ****  Fall **X** | 3 |  |  | 3 | 7.5 | MANDATORY ELECTIVE  ** X** | |
|  | | | | | | | |
| **EVALUATION CRITERIA** | | | | | | | |
| **SEMESTER ACTIVITIES** | | | **Type of activity** | | | **Number** | **Percentage (%)** |
| Midterm Exam | | | **1** | **40** |
| Quiz | | |  |  |
| Homework | | |  |  |
| Project | | |  |  |
| Oral examination | | |  |  |
| Other ( ……… ) | | |  |  |
| **Final Exam** | | | | **60** |
| **PREREQUISITE(S)** | | |  | | | | |
| **SHORT COURSE CONTENT** | | | The role and importance of law in the unity of medicine, law and philosophy and the factors in creating perspective of law . | | | | |
| **COURSE AIMS** | | | To provide information on the basic concepts of law, what law is and how it should be. To explain in detail how medical law and ethics are always responsible and guiding to each other . | | | | |
| **COURSE CONTRBUTION TO THE PROFESSIONAL EDUCATION OBJECTIVES** | | | To be able to comprehend and apply the basic concepts of law in the context of medical law and ethics. | | | | |
| **LEARNING OUTCOMES OF THE COURSE** | | | The student identifies the basic concepts and principles of law, compares different legal systems, and analyzes the function of legal norms within social order. | | | | |
| **TEXTBOOK** | | | Erhan Adal . Fundamental Principles of Law. Legal Publishing House , Istanbul 2004. | | | | |
| **OTHER REFERENCES** | | | Barış Erman. Legality of Medical Interventions. Seçkin Yay ., Ankara 2003. | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | |  | | | | |

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|  | **WEEKLY PLAN OF THE COURSE** | |
| **WEEK** | **HISTORY** | **TOPICS COVERED** |
| 1 |  | Definition of law philosophy ethics |
| 2 |  | Social relations and legal rules |
| 3 |  | Law and moral rules, the concept of morality |
| 4 |  | Law and religious rules |
| 5 |  | What is philosophy, the field of philosophy |
| 6 |  | What is ethics, its scope, the distinctiveness of ethics and morality |
| 7 |  | Facts, values |
| 8 |  | Morality and religion |
| 9 |  | Knowledge and values |
| 10 |  | Duties of ethics |
| 11 |  | The place and importance of ethics among other related sciences |
| 12 |  | Goals and purposes of ethics |
| 13 |  | Moral justifications and basic ethical justifications |
| 14 |  | Norms in terms of law and ethics |
| 15 |  | The concept of rights, rights in health |
| 16 |  | Patient-doctor rights and obligations |

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| **CONTRIBUTION OF COURSE LEARNING OUTCOMES TO PROGRAM LEARNING OUTCOMES** | | **Contribution Level** | | |
| **NO** | **LESSON OUTCOMES** | **1**  **Little** | **2**  **Middle** | **3**  **High** |
| LO 1 | They define the concepts of law, philosophy, and ethics, and begin to understand what these concepts mean. |  | X | X |
| LO 2 | They understand that legal rules aim to maintain social order and ensure justice. |  | X | X |
| LO 3 | They learn the fundamental differences between legal rules and moral rules. They understand that law aims to provide social order, while morality is based on personal conscience. |  | X | X |
| LO 4 | They learn the differing aspects of legal and religious rules in maintaining social order. |  | X | X |
| LO 5 | They comprehend that philosophical questions often involve the human search for fundamental meaning (e.g., existence, morality, knowledge). They can discuss how philosophy has evolved historically and its effects on individuals and society. |  | X | X |
| LO 6 | They learn the fundamental differences between the concepts of ethics and morality, recognizing that the two terms are closely related but not identical. |  | X | X |
| LO 7 | They explain the difference between facts and values using simple examples. |  | X | X |
| LO 8 | They realize that morality is generally based on societal value judgments, while religion is based on divine rules. |  | X | X |
| LO 9 | They learn that knowledge is verified through facts, observations, and evidence, while values represent what individuals or societies accept as good, right, and beautiful. |  | X | X |
| LO 10 | They recognize that ethics functions as a guide in daily life and decision-making, determining how people should behave. |  | X | X |
| LO 11 | They learn that one of the purposes of ethics is to ensure the well-being of individuals and societies. |  | X | X |
| LO 12 | They understand that ethics is a field related to other sciences and seeks to understand right and wrong behavior. Ethics is connected to fields like philosophy and aims to establish moral principles. |  | X | X |
| LO 13 | They learn that ethics is related to sciences such as psychology, law, and social sciences. |  | X | X |
| LO 14 | They understand that ethics is associated with concepts like human rights, justice, and equality, and aims to promote these values at the societal level. |  | X | X |
| LO 15 | Ethics aims to help individuals make decisions based on sound reasoning and to encourage decisions aligned with societal values. It supports personal development and helps individuals become more ethical and beneficial members of society. |  | X | X |
| LO 16 | They learn that moral justifications are linked to various philosophical approaches and aim to determine right from wrong. These justifications can be analyzed through approaches such as deontology, consequentialism, and virtue ethics. |  | X | X |

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| **Instructor of the Course**  **Signature**  **Dr. Lecturer . Neval OKAN** | **History**  **24.04.2025** |

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| **COURSE CODE:** | **521603304** | **DEPARTMENT: MEDICAL HISTORY AND ETHICS** | | |
| **COURSE NAME:** | [**ARCHIVE STUDIES AND DOCUMENTATION**](#DERS521601303) |  | | |
| **TEACHING THE COURSE**  **STAFF**  **Doç.Dr. Hülya Öztürk Karataş** | **COURSE LANGUAGE**  **Turkish: X**  **English: ** | **Category of the Course** | | |
| Technical | Medical | Other( …… ) |
|  |  |  | X |  |

**COURSE LEVEL**

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| **SCIENTIFIC PREPARATION** | **DEGREE** | **DOCTORATE** | **SPECIALIZED FIELD COURSE** |
| **** | **** | **X** | **** |

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| **SEMESTER** | **WEEKLY CLASS HOURS** | | | **YOUR COURSE** | | | |
| **Theoretical** | **APPLICATION** | **Lab** | **Credit** | **ECTS** | **TYPE** | |
| Spring ****  Fall **X** | 3 |  |  | 3 | 7.5 | MANDATORY ELECTIVE  ** X** | |
|  | | | | | | | |
| **EVALUATION CRITERIA** | | | | | | | |
| **SEMESTER ACTIVITIES** | | | **Type of activity** | | | **Number** | **Percentage (%)** |
| Midterm Exam | | | **1** | **40** |
| Quiz | | |  |  |
| Homework | | |  |  |
| Project | | |  |  |
| Oral examination | | |  |  |
| Other ( ……… ) | | |  |  |
| **Final Exam** | | | | **60** |
| **PREREQUISITE(S)** | | |  | | | | |
| **SHORT COURSE CONTENT** | | | The importance and historical development of archives, their methods, examination of references, determination of their locations, determination of their boundaries and writing of history. | | | | |
| **COURSE AIMS** | | | Ability to conduct practical and theoretical studies by utilizing archives in medical history applications. | | | | |
| **COURSE CONTRBUTION TO THE PROFESSIONAL EDUCATION OBJECTIVES** | | | To be able to publish the following necessary steps using archives | | | | |
| **LEARNING OUTCOMES OF THE COURSE** | | | The student explains the processes of classification, preservation, and accessibility of archival materials; organizes and interprets historical documents using documentation techniques | | | | |
| **TEXTBOOK** | | |  | | | | |
| **OTHER REFERENCES** | | | 1-Archive guides  2- Various dictionaries (Prime Ministry Ottoman Archives Guide, Magazines, Ottoman History bibliographies )  3- DWC Clements, trans .: Necla Olsa, “Basic Information on the Protection of Archive Documents” , Prime Ministry State Archives Directorate, 1993, Ankara  4-Michael Roper, translated by : Necla İlemen , “National standard guide for archive and document management”, Republic of Turkey Prime Ministry State Archives Directorate, 1991, Ankara | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | |  | | | | |

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|  | **WEEKLY PLAN OF THE COURSE** | |
| **WEEK** | **HISTORY** | **TOPICS COVERED** |
| 1 |  | The importance and value of archives |
| 2 |  | History of Archival Studies in Turkish History |
| 3 |  | Studies on archive guides |
| 4 |  | Working on manuscript catalogues, |
| 5 |  | Bibliographies and dictionaries |
| 6 |  | Scan references |
| 7 |  | Determination of topics and their limitations |
| 8 |  | Determination of archives |
| 9 |  | Archiving and scanning of catalogs |
| 10 |  | Indexing and annotation |
| 11 |  | Texture writing |
| 12 |  | Writing and editing footnotes and references |
| 13 |  | Review of topics |
| 14 |  | Classifications |
| 15 |  | Indexing |
| 16 |  | True-false tables, review the entire article |

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| **CONTRIBUTION OF COURSE LEARNING OUTCOMES TO PROGRAM LEARNING OUTCOMES** | | **Contribution Level** | | |
| **NO** | **LESSON OUTCOMES** | **1**  **Little** | **2**  **Middle** | **3**  **High** |
| LO 1 | They can define the basic concept of archives and understand their purpose. |  | X | X |
| LO 2 | They can comprehend that archives are responsible for preserving historical information and cultural heritage. |  | X | X |
| LO 3 | They define the concept of archiving in Turkish history and develop a basic understanding of the historical development of archives. |  | X | X |
| LO 4 | They learn the main functions and development process of archives during the Ottoman and early Republican periods. |  | X | X |
| LO 5 | They gain knowledge about how archive guides assist in the organization and retrieval of archival documents. |  | X | X |
| LO 6 | They explain that archive guides are systematically organized based on content, date, and location of documents. |  | X | X |
| LO 7 | They define what manuscript catalogs are and learn their main function. |  | X | X |
| LO 8 | They understand how bibliographies and dictionaries serve as sources of information in documents and their importance in written works. |  | X | X |
| LO 9 | They recognize that reference searches are used to access information in document-based research. |  | X | X |
| LO 10 | They comprehend the necessity of setting limitations in research and become aware of restricting factors such as physical boundaries or time. |  | X | X |
| LO 11 | They can discuss the contributions of archives to research processes and how archival data is made accessible. |  | X | X |
| LO 12 | They examine international standards and document classification systems used in identifying archives. |  | X | X |
| LO 13 | They learn how catalogs are systematically organized and associated with documents. |  | X | X |
| LO 14 | They define the catalog scanning process and understand its importance. |  | X | X |
| LO 15 | They define the concept of indexing and explain its main functions. |  | X | X |
| LO 16 | They learn the purpose of note-taking and define its basic techniques. |  | X | X |

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| **Instructor of the Course**  **Signature**  **Doç. Dr. Hülya Öztürk KARATAŞ** | **History**  24.04.2025 |

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| **COURSE CODE:** | **521603305** | | **DEPARTMENT: MEDICAL HISTORY AND ETHICS** | | | |
| **COURSE NAME:** | **MEDICAL ETHICS** | |  | | | |
| **TEACHING THE COURSE**  **STAFF**  **Prof. Dr. Nurdan Kırımlıoğlu** | | **COURSE LANGUAGE**  **Turkish: X**  **English: ** | | **Category of the Course** | | |
| Technical | Medical | Other( …… ) |
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**COURSE LEVEL**

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| **SCIENTIFIC PREPARATION** | **DEGREE** | **DOCTORATE** | **SPECIALIZED FIELD COURSE** |
| **** | **** | **X** | **** |

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| **SEMESTER** | **WEEKLY CLASS HOURS** | | | **YOUR COURSE** | | | |
| **Theoretical** | **APPLICATION** | **Lab** | **Credit** | **ECTS** | **TYPE** | |
| Spring ****  Fall **X** | 3 |  |  | 3 | 7.5 | MANDATORY ELECTIVE  **X** | |
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| **EVALUATION CRITERIA** | | | | | | | |
| **SEMESTER ACTIVITIES** | | | **Type of activity** | | | **Number** | **Percentage (%)** |
| Midterm Exam | | | **1** | **40** |
| Quiz | | |  |  |
| Homework | | |  |  |
| Project | | |  |  |
| Oral examination | | |  |  |
| Other ( ……… ) | | |  |  |
| **Final Exam** | | | | **60** |
| **PREREQUISITE(S)** | | |  | | | | |
| **SHORT COURSE CONTENT** | | | The principles of ethics and systematics are important in the field of medical ethics, and the ethical aspects of many medical practices (organ transplantation, euthanasia, malpractice, etc.) | | | | |
| **COURSE AIMS** | | | To have knowledge about medical ethics and systematics, main ethical approaches. | | | | |
| **COURSE CONTRBUTION TO THE PROFESSIONAL EDUCATION OBJECTIVES** | | | To be able to identify ethical problems that arise, including clinical ethics , and to propose solutions. | | | | |
| **LEARNING OUTCOMES OF THE COURSE** | | | The student identifies ethical issues in medical practice, develops solutions using fundamental ethical principles, and critically evaluates ethical decision-making processes." | | | | |
| **TEXTBOOK** | | | Ayşegül Demirhan Erdemir, Yasemin Oğuz, Ömür Elçioğlu, Hanzade Doğan, “Clinical Ethics”, Nobel Publications, Istanbul , 2001 | | | | |
| **OTHER REFERENCES** | | | 1-Contemporary Medical Ethics, Ed .. Ayşegül Demirhan Erdemir, Öztan Öncel, Şahin Aksoy, Nobel Publications, Istanbul, 2003  2- Principles of Biomedical Ethics , 4th Ed ., Tom J.Beauehamp , James F.Childress Oxford University . Press,1994 | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | |  | | | | |

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|  | **WEEKLY PLAN OF THE COURSE** | |
| **WEEK** | **HISTORY** | **TOPICS COVERED** |
| 1 |  | Medical ethics and principles |
| 2 |  | International documents on medical ethics and health |
| 3 |  | Patient rights, physician rights |
| 4 |  | Doctor-patient relationship and ethical issues |
| 5 |  | Legal and ethical aspects of malpractice |
| 6 |  | Genetics and medical ethics. |
| 7 |  | Drug research from a medical ethics perspective |
| 8 |  | Research ethics |
| 9 |  | Medical practices and ethics regarding reproductive functions |
| 10 |  | Methodology in clinical ethical practice |
| 11 |  | Decision making in clinical ethical practice |
| 12 |  | Ethical decisions made towards the end of life |
| 13 |  | Organ and tissue transplants and ethics |
| 14 |  | Medical ethics and informed consent |
| 15 |  | Medical and ethical consultations |
| 16 |  | Case studies |

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| **CONTRIBUTION OF COURSE LEARNING OUTCOMES TO PROGRAM LEARNING OUTCOMES** | | **Contribution Level** | | |
| **NO** | **LESSON OUTCOMES** | **1**  **Little** | **2**  **Middle** | **3**  **High** |
| LO 1 | They define the basic concepts of medical ethics and ethical principles. |  | X | X |
| LO 2 | They understand fundamental questions related to medical ethics and explain the importance of making ethical decisions in healthcare. |  | X | X |
| LO 3 | They explain how ethical principles are applied in relationships with patients (respect, confidentiality, justice). |  | X | X |
| LO 4 | They define the concepts of medical ethics and international documents related to health. |  | X | X |
| LO 5 | They understand the foundational role of ethical principles in healthcare practices. |  | X | X |
| LO 6 | They explain the meaning and importance of international health documents (e.g., the World Medical Association’s Declaration of Helsinki). |  | X | X |
| LO 7 | They recognize the place and importance of patient and physician rights in healthcare. |  | X | X |
| LO 8 | They understand how protecting patient rights contributes to the quality of healthcare services. |  | X | X |
| LO 9 | They define the physician-patient relationship and explain its fundamental principles. |  | X | X |
| LO 10 | They recognize the impact of ethical issues on the physician-patient relationship. |  | X | X |
| LO 11 | They explain ethical principles such as informed consent and confidentiality within the framework of the physician-patient relationship. |  | X | X |
| LO 12 | They define the concept of malpractice and explain that it refers to incorrect practices in healthcare. |  | X | X |
| LO 13 | They begin to understand the legal consequences and ethical implications of malpractice cases. |  | X | X |
| LO 14 | They define the concepts of genetics and medical ethics and explain the ethical dimension of healthcare decisions based on genetic information. |  | X | X |
| LO 15 | They explain the significance of drug research in terms of medical ethics. |  | X | X |
| LO 16 | They define the ethical boundaries and principles of drug research (e.g., informed consent, patient safety, ethical responsibilities). |  | X | X |

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| **Instructor of the Course**  **Signature**  **Prof. Dr. Nurdan Kırımlıoğlu** | **History**  **24.04.2025** |

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| **COURSE CODE:** | **521603306** | | **DEPARTMENT: MEDICAL HISTORY AND ETHICS** | | | |
| **COURSE NAME:** | **SCIENCE ETHICS** | |  | | | |
| **TEACHING THE COURSE**  **STAFF**  **Prof. Dr. Nilüfer Demirsoy** | | **COURSE LANGUAGE**  **Turkish: X**  **English: ** | | **Category of the Course** | | |
| Technical | Medical | Other( …… ) |
|  | |  | |  | **X** |  |

**COURSE LEVEL**

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| **SCIENTIFIC PREPARATION** | **DEGREE** | **DOCTORATE** | **SPECIALIZED FIELD COURSE** |
| **** | **** | **X** | **** |

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| **SEMESTER** | **WEEKLY CLASS HOURS** | | | **YOUR COURSE** | | | |
| **Theoretical** | **APPLICATION**​ | **Lab** | **Credit** | **ECTS** | **TYPE** | |
| Spring ****  Fall **X** | 3 |  |  | 3 | 7.5 | MANDATORY ELECTIVE  ** X** | |
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| **EVALUATION CRITERIA** | | | | | | | |
| **SEMESTER ACTIVITIES** | | | **Type of activity** | | | **Number** | **Percentage (%)** |
| Midterm Exam | | | **1** | **40** |
| Quiz | | |  |  |
| Homework | | |  |  |
| Project | | |  |  |
| Oral examination | | |  |  |
| Other ( ……… ) | | |  |  |
| **Final Exam** | | | | **60** |
| **PREREQUISITE(S)** | | |  | | | | |
| **SHORT COURSE CONTENT** | | | approaches to be taken into consideration in scientific studies , the multi-dimensional ethical and legal responsibilities of scientific workers , to know intellectual property rights and to be able to show the necessary sensitivity in their implementation. | | | | |
| **COURSE AIMS** | | | To be competent to undertake ethical and legal responsibilities at all stages, starting from the planning phase of scientific studies to writing and presenting them to the scientific community. | | | | |
| **COURSE CONTRBUTION TO THE PROFESSIONAL EDUCATION OBJECTIVES** | | | Students must be fully aware of their ethical and legal responsibilities and be able to use them in their studies. | | | | |
| **LEARNING OUTCOMES OF THE COURSE** | | | The student explains the ethical principles and rules in scientific research, identifies potential ethical violations during research processes, and develops solutions to ethical problems." | | | | |
| **TEXTBOOK** | | | Resnik D.Science Ethics. Eng.Trans.Conscience MUTLU.Ayrıntı Publishing. Istanbul, 2004.  TÜBA Publications. Example: Science Ethics Symposium Ed: Emin KANSU.Yalçın Mat. Ankara, 2009. | | | | |
| **OTHER REFERENCES** | | | Batuhan H. Science and charlatanism. Yapı Kredi Publications. 3rd edition. Istanbul, 1995  Cevizci A. Introduction to Ethics . Paradigma Publications. Istanbul. 2012. | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | |  | | | | |

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|  | **WEEKLY PLAN OF THE COURSE** | |
| **WEEK** | **HISTORY** | **TOPICS COVERED** |
| 1 |  | Science ? Science as an activity and a product. Who is science? What is science? Which question is correct and why? |
| 2 |  | Ethics as moral philosophy. The distinction between ethics and morality, science ethics, the ethics of scientists |
| 3 |  | Basic ethical approaches: Virtue , rights, duty and benefit ethics. |
| 4 |  | Basic ethical principles: Do no harm, be helpful, respect for autonomy and autonomy, justice |
| 5 |  | Science as a profession. Professional and ethical responsibilities |
| 6 |  | Standards of ethical conduct in science |
| 7 |  | Standards of ethical conduct in science |
| 8 |  | Value judgments in science and ethical values in the information age |
| 9 |  | Midterm Exam |
| 10 |  | of the scientist : To himself , to the research team, to the subjects and objects that are the subject of the research. |
| 11 |  | Ethical and legal framework of scientific research on humans and animals |
| 12 |  | Ethics committees and their functions. Why we apply. Reasons and contributions |
| 13 |  | Ethical and legal responsibilities of the author in research products |
| 14 |  | Intellectual property rights. The formal aspect of the relationship between law and ethics |
| 15 |  | Cope standards.Knowing and implementing the responsibilities |
| 16 |  | Final exam |

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| **CONTRIBUTION OF COURSE LEARNING OUTCOMES TO PROGRAM LEARNING OUTCOMES** | | **Contribution Level** | | |
| **NO** | **LESSON OUTCOMES** | **1**  **Little** | **2**  **Middle** | **3**  **High** |
| LO 1 | They define science and explain how it functions both as an activity (research and discovery process) and as a product (knowledge and findings). |  | X | X |
| LO 2 | They define the concept of a scientist and discuss the role and responsibilities of scientists in the knowledge production process. |  | X | X |
| LO 3 | They explain the basic steps of the scientific method (observation, hypothesis formation, experimentation, data collection, analysis, and conclusion). |  | X | X |
| LO 4 | They define the concept of ethics and explain the fundamental differences between ethics and morality. |  | X | X |
| LO 5 | They discuss the historical development of ethical thought and its philosophical relationship with morality. |  | X | X |
| LO 6 | They define the concept of virtue ethics and explain how moral behavior is related to the development of a virtuous character. |  | X | X |
| LO 7 | They define the concept of virtue and rights ethics (courage, honesty, justice, generosity, etc.) and discuss how being virtuous is connected to one’s character. |  | X | X |
| LO 8 | They explain the understanding of duty-based ethics and discuss how leading a virtuous life requires balance and moderation. |  | X | X |
| LO 9 | They define principles such as non-maleficence and beneficence and discuss the ethical responsibilities individuals or professionals should adopt based on these principles. |  | X | X |
| LO 10 | They learn that science is not only a process of acquiring knowledge but also a profession that requires interdisciplinary responsibility and professionalism. |  | X | X |
| LO 11 | They understand that scientists conduct research to meet society’s need for knowledge and are responsible for the validity and accuracy of this research. |  | X | X |
| LO 12 | They define ethical conduct in science as behaving truthfully and honestly during scientific research and professional work. |  | X | X |
| LO 13 | Students who learn ethical conduct understand how scientists gain society’s trust and make informed decisions based on knowledge. |  | X | X |
| LO 14 | They learn that ethical conduct in science is a fundamental principle that ensures scientific work is accurate, reliable, and beneficial to society. |  | X | X |
| LO 15 | They understand that adhering to core standards such as honesty, transparency, respect, justice, independence, and social responsibility enables scientists to fulfill their ethical responsibilities and increases public trust in scientific knowledge. |  | X | X |

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| **Instructor of the Course**  **Signature**  **Prof. Dr. Nilüfer Demirsoy** | **History**  **24.04.2025** |

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| **COURSE CODE:** | **521603307** | | **DEPARTMENT: MEDICAL HISTORY AND ETHICS** | | | |
| **COURSE NAME: ETHICS BIOETHICS MEDICAL ETHICS** | | | | | | |
| **TEACHING THE COURSE**  **STAFF**  **Prof. Dr. Nurdan Kırımlıoğlu** | | **COURSE LANGUAGE**  **Turkish: X**  **English: ** | | **Category of the Course** | | |
| Technical | Medical | Other( …… ) |
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**COURSE LEVEL**

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| **SCIENTIFIC PREPARATION** | **DEGREE** | **DOCTORATE** | **SPECIALIZED FIELD COURSE** |
| **** | **** | **X** | **** |

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| **SEMESTER** | **WEEKLY CLASS HOURS** | | | **YOUR COURSE** | | | |
| **Theoretical** | **APPLICATION** | **Lab** | **Credit** | **ECTS** | **TYPE** | |
| Spring ****  Fall **X** | 3 |  |  | 3 | 7.5 | MANDATORY ELECTIVE  **X** | |
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| **EVALUATION CRITERIA** | | | | | | | |
| **SEMESTER ACTIVITIES** | | | **Type of activity** | | | **Number** | **Percentage (%)** |
| Midterm Exam | | | **1** | **40** |
| Quiz | | |  |  |
| Homework | | |  |  |
| Project | | |  |  |
| Oral examination | | |  |  |
| Other ( ……… ) | | |  |  |
| **Final Exam** | | | | **60** |
| **PREREQUISITE(S)** | | |  | | | | |
| **SHORT COURSE CONTENT** | | | Concepts related to ethics, bioethics , and medical ethics. Basic grounding styles in ethics, basic problems in ethics, classical ethical theories specific to this field, modern ethics and theories of modern ethics. | | | | |
| **COURSE AIMS** | | | To ensure that students are trained according to the content of the course. | | | | |
| **COURSE CONTRBUTION TO THE PROFESSIONAL EDUCATION OBJECTIVES** | | | Students taking this course will gain knowledge about ethics, bioethics and medical ethics, and will have the opportunity to more easily access information about the field they will work in and evaluate ethical problems. | | | | |
| **LEARNING OUTCOMES OF THE COURSE** | | | The student explains the fundamental concepts and theories of ethics, bioethics, and medical ethics; analyzes ethical issues encountered in clinical and research settings; and develops solutions using ethical principles and theories." | | | | |
| **TEXTBOOK** | | | 1.Cevizci A. Introduction to Ethics. Paradigma Publications. Istanbul 2002.  2.Özlem D. Ethics-Moral Philosophy. İnkilap Publications. Istanbul 2004.  3.Denise TC, White NP, Peterfreund SP. Great Traditions in Ethics . Thomson Warsworth . Canada 2005. | | | | |
| **OTHER REFERENCES** | | | 1.BeauchampTI, Childress JF. Principles of Biomedical Ethics . Oxford University Press . New York 2003.  2. Singer P. Ethics . Oxford University Press . New York 2003.  3.La Folatte H. Practical Ethics . Oxford University Press . New York 2003. | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | |  | | | | |

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|  | **WEEKLY PLAN OF THE COURSE** | |
| **WEEK** | **HISTORY** | **TOPICS COVERED** |
| 1 |  | What is ethics? |
| 2 |  | bioethics ? How did it emerge and how was it defined? |
| 3 |  | Medical ethics and its scope |
| 4 |  | Ethics and justification |
| 5 |  | Content of ethical justification a) Cosmological justification b) Theological justification c) Anthropological justification |
| 6 |  | Difference between philosophical ethics and theological ethics |
| 7 |  | Fundamental problems in ethics |
| 8 |  | Midterm Exam |
| 9 |  | The highest good, the most correct action and freedom of will |
| 10 |  | Classification of ethical theories |
| 11 |  | Classical ethical theories |
| 12 |  | Critically evaluate classical ethical theories |
| 13 |  | Modern ethics and its definition |
| 14 |  | Modern theories |
| 15 |  | Subjectivism and objectivism |
| 16 |  | Final |

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| **CONTRIBUTION OF COURSE LEARNING OUTCOMES TO PROGRAM LEARNING OUTCOMES** | | **Contribution Level** | | |
| **NO** | **LESSON OUTCOMES** | **1**  **Little** | **2**  **Middle** | **3**  **High** |
| LO 1 | They can define and explain the concept of ethics.They can understand the role of ethical thinking in individual and social life.They can develop the ability to solve various ethical questions. |  | X | X |
| LO 2 | They can define what bioethics is.They can explain the historical development and key concepts of bioethics.They can discuss the ethical dimensions of fundamental bioethical issues.They can define the concept of medical ethics. |  | X | X |
| LO 3 | They can explain the basic principles of medical ethics (e.g., autonomy, non-maleficence, justice, beneficence).  They can determine the scope of medical ethics by discussing ethical issues in medical practices and healthcare services.  They can analyze the applications of medical ethics in areas such as medical research, patient rights, genetics, and biotechnology.They can examine current ethical issues in medical ethics and approaches to address them. |  | X | X |
| LO 4 | They can define the concept of ethics.They can explain the importance of ethical grounding.They can define different ethical theories (e.g., deontology, utilitarianism, virtue ethics).  They can discuss the effects of ethical grounding on social and individual responsibilities.They can analyze various approaches to the grounding of ethical decisions (rational, emotional, cultural). |  | X | X |
| LO 5 | Cosmological Grounding: They can explain ethical views based on the cosmos and the order of the universe.  Theological Grounding: They can discuss ethical principles based on God’s will or religious teachings.  Anthropological Grounding: They can analyze ethical views based on human nature and social structure. |  | X | X |
| LO 6 | Philosophical Ethics: They can discuss moral truths based on human reason and logic.They can explain that morality is grounded in universal and rational foundations.  Theological Ethics: They can address moral truths based on religious beliefs and sacred texts.  They can discuss the effect of God’s will and religious teachings on ethics.  They can distinguish the basic differences between the two areas, noting that philosophical ethics relies on human reason, while theological ethics is based on religious authorities. |  | X | X |
| LO 7 | Right and Wrong: They can discuss how the rightness or wrongness of moral actions is determined.  Autonomy and Intervention: They can discuss the balance between individuals’ right to make their own decisions and social interventions.  Justice and Equality: They can discuss which principles should be applied to ensure justice and equality.  Non-Maleficence Principle: They can discuss the boundaries of not causing harm to others.  Individual and Social Responsibility: They can examine the relationship between individuals’ moral responsibilities and society’s ethical obligations. |  | X | X |
| LO 8 | Midterm |  | X | X |
| LO 9 | The Highest Good: They can define the concept of the highest good according to different ethical theories (e.g., in utilitarianism, the highest good is to create the most happiness).  The Most Right Action: They can discuss how to determine the most right action, particularly explaining whether deontological ethics considers the objectivity of standards in determining rightness.  Free Will: They can discuss individuals’ right to make choices based on their will and how this connects to ethical responsibilities. |  | X | X |
| LO 10 | Deontological Ethics: They can explain that the rightness of moral actions is based on specific rules and duties, regardless of the consequences.  Utilitarianism (Utilitarianism): They can explain that the rightness of moral actions is based on the benefits and happiness that actions provide.  Virtue Ethics: They can explain that moral correctness depends on an individual’s character and whether they possess virtuous qualities. |  | X | X |
| LO 11 | Deontological Ethics: They can discuss criticisms of the deontological approach, particularly its disregard for consequences.  Utilitarianism: They can criticize utilitarianism’s negative effects on individual rights and the idea of “sacrificing individuals for the greater good.”  Virtue Ethics: They can explore how virtue ethics can vary based on cultural and individual differences in defining virtue.  Natural Law Theory: They can discuss criticisms of natural law theory, particularly how moral laws align with natural laws and the universality of this view. |  | X | X |
| LO 12 | Deontological Ethics: They can discuss criticisms of the deontological approach, particularly its disregard for consequences.  Utilitarianism: They can criticize utilitarianism’s negative effects on individual rights and the idea of “sacrificing individuals for the greater good.”  Virtue Ethics: They can explore how virtue ethics can vary based on cultural and individual differences in defining virtue.  Natural Law Theory: They can discuss criticisms of natural law theory, particularly how moral laws align with natural laws and the universality of this view. |  | X | X |
| LO 13 | They can define modern ethics.  They can explain how modern ethical views differ from traditional ethical theories.  They can reflect on contemporary ethical issues such as human rights, environmental ethics, and biotechnology.  They can discuss how modern ethics establishes a balance between individual freedom and social responsibility. |  | X | X |
| LO 14 | Deontological Ethics (Reconstructed): They can relate the modern deontological ethical approach to fundamental concepts such as freedom and justice.  Utilitarianism (New Approaches): They can discuss modern interpretations of utilitarianism that take individual rights into account and focus on fairness.  Virtue Ethics (New Interpretations): They can examine modern perspectives on virtue ethics regarding individual development and social relationships.  Social Contract Theory (New Perspectives): They can discuss modern contributions of social contract theory to issues of social justice and equality.  Subjectivism: They can explain that moral values and truths are based on individuals’ personal beliefs, feelings, and preferences. |  | X | X |
| LO 15 | Objectivism: They can discuss that moral truths are based on universal and objective principles independent of human thought.  They can explain the differences between subjectivism and objectivism, assessing the strengths and weaknesses of both approaches. |  | X | X |

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| **Instructor of the Course**  **Signature**  **Prof. Dr. Nurdan Kırımlıoğlu** | **History**  **24.05.2025** |

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| **COURSE CODE: 521603308** |  | **DEPARTMENT: MEDICAL HISTORY AND ETHICS** | | |
| **COURSE NAME: HEALTH COMMUNICATION AND ETHICS** | | | | |
| **TEACHING THE COURSE**  **STAFF**  **Prof. Dr. Nurdan KRIMLIOGLU** | **COURSE LANGUAGE**  **Turkish: X**  **English: ** | **Category of the Course** | | |
| Technical | Medical | Other( …… ) |
|  |  |  | X |  |

**COURSE LEVEL**

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| **SCIENTIFIC PREPARATION** | **DEGREE** | **DOCTORATE** | **SPECIALIZED FIELD COURSE** |
| **** | **** | **X** | **** |

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| **SEMESTER** | **WEEKLY CLASS HOURS** | | | **YOUR COURSE** | | | |
| **Theoretical** | **APPLICATION** | **Lab** | **Credit** | **ECTS** | **TYPE** | |
| Spring ****  Fall **X** | 3 |  |  | 3 | 7.5 | MANDATORY ELECTIVE  ** X** | |
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| **EVALUATION CRITERIA** | | | | | | | |
| **SEMESTER ACTIVITIES** | | | **Type of activity** | | | **Number** | **Percentage (%)** |
| Midterm Exam | | | **1** | **40** |
| Quiz | | |  |  |
| Homework | | |  |  |
| Project | | |  |  |
| Oral examination | | |  |  |
| Other ( ……… ) | | |  |  |
| **Final Exam** | | | | **60** |
| **PREREQUISITE(S)** | | |  | | | | |
| **SHORT COURSE CONTENT** | | | communication ? Importance, purpose, benefits and classifications of communication, importance, purpose and scope of interpersonal communication in health care, communication variables in health care, approaches and models in interpersonal health communication, patient-health team communication, communication barriers and solutions, effective communication skills and benefits, communication and ethics. | | | | |
| **COURSE AIMS** | | | To teach that communication is an indispensable element in human relations and the importance of communication knowledge and skills in the provision of health services. | | | | |
| **COURSE CONTRBUTION TO THE PROFESSIONAL EDUCATION OBJECTIVES** | | | To learn the habit of approaching human relations objectively, to recognize the factors that will enable the development of a healthy attitude in interpersonal relations, to benefit from this in a positive way and to use it while providing health services in the application areas. | | | | |
| **LEARNING OUTCOMES OF THE COURSE** | | | **The student explains ethical principles and values in health communication, develops ethical sensitivity in interactions between patients, relatives, and healthcare professionals, and identifies ethical issues to propose appropriate solutions** | | | | |
| **TEXTBOOK** | | | **Tabak, R. S. (1999).** Health Communication, Literature Publications . | | | | |
| **OTHER REFERENCES** | | | 1. **Tabak, R. S. (1999).** Health Communication, Literature Publications .  2. **Northouse PG ., Northouse LL( 1992)** .Health Communication , Second Edition, Appleton & Lange , Norwalk , Connecticut.   1. **Graeff JA ., Elder JP, Booth EM(1993 ).** Communication for Health and Behavior Change , Jossey-Bass Publishers , San Francisco. 2. **Zillioglu , M.** **(1996).** What is Communication ?, Cem Publishing House, Istanbul. 3. **Oskay, U.** **(1992).** ABC of Communication , Simavi Publications, Istanbul. | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | |  | | | | |

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|  | **WEEKLY PLAN OF THE COURSE** | |
| **WEEK** | **HISTORY** | **TOPICS COVERED** |
| 1 |  | What is ethics? |
| 2 |  | Ethics-ethical relationship-communication unity |
| 3 |  | Origin, meaning, definition and elements of communication |
| 4 |  | Purpose, functions, benefits and classifications of communication |
| 5 |  | Interpersonal communication, its importance, verbal and nonverbal communication |
| 6 |  | Variables affecting interpersonal communication |
| 7 |  | The importance of knowing people and human relations in health services from an ethical perspective |
| 8 |  | Midterm Exam |
| 9 |  | Definition, purpose, scope and importance of health communication |
| 10 |  | Approaches and models in interpersonal health communication, process and semantic approach |
| 11 |  | Communication variables in health care |
| 12 |  | Patient-healthcare team communication from an ethical perspective, its foundations and importance |
| 13 |  | Selected patient-health communication models |
| 14 |  | Techniques that facilitate and hinder patient-healthcare team communication, communication barriers and their resolution |
| 15 |  | Effective communication skills and their benefits |
| 16 |  | Final |

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| **CONTRIBUTION OF COURSE LEARNING OUTCOMES TO PROGRAM LEARNING OUTCOMES** | | **Contribution Level** | | |
| **NO** | **LESSON OUTCOMES** | **1**  **Little** | **2**  **Middle** | **3**  **High** |
| LO 1 | Ethics can be defined as a philosophical framework that helps individuals determine what is right and wrong. It is a discipline based on certain values and principles that guide people's actions and decisions. Morality, on the other hand, refers to the set of accepted right and wrong behaviors, either individually or collectively; in other words, ethics analyzes what is right or wrong from a philosophical perspective, while morality reflects societal norms. |  | X | X |
| LO 2 |  |  | X | X |
| LO 3 | Ethical thinking plays a crucial role in both individual and societal life because it helps guide people's decisions and actions, ensuring they align with society's commonly accepted values. Ethical principles define the boundary between right and wrong, maintain social order, and enhance trust between individuals. |  | X | X |
| LO 4 |  |  | X | X |
| LO 5 | The Relationship Between Ethics and Communication: Ethics forms the foundation of communication because honest and correct communication is built upon ethical values such as mutual respect, transparency, and trust. Ethical communication not only transmits information but also helps establish healthy relationships by fostering trust between individuals. Therefore, ethical principles shape the accuracy and effectiveness of communication. |  | X | X |
| LO 6 |  |  | X | X |
| LO 7 | The Definition and Importance of Communication: Communication is the process by which information, thoughts, and emotions are exchanged between individuals. From the beginning of human history, communication has been a fundamental activity that strengthens social bonds, enhances societal interaction, and facilitates the sharing of knowledge. Effective communication builds trust and understanding between individuals, ensuring social harmony and cooperation. |  | X | X |
| LO 8 |  |  | X | X |
| LO 9 | The primary functions of communication include information transfer, social bonding, guidance, and education. Communication is also an essential tool in solving personal and societal problems. It plays a crucial role in developing understanding between people and maintaining social order. |  | X | X |
| LO 10 |  |  | X | X |
| LO 11 | Interpersonal Communication: Interpersonal communication occurs through direct interaction between individuals. This form of communication is based on empathy, listening, and understanding. Effective interpersonal communication fosters trust, understanding, and the formation of healthy relationships. |  | X | X |
| LO 12 |  |  | X | X |
| LO 13 | Ethical Principles and Health Communication: In healthcare, ethical communication is based on fundamental ethical principles such as confidentiality, autonomy, and accuracy. Ethical communication builds trust between patients and healthcare teams, ensures patients receive accurate information, and helps improve adherence to treatment. The application of ethical principles assists healthcare professionals in ensuring patient safety and enhancing patient satisfaction. |  | X | X |
| LO 14 |  |  | X | X |
| LO 15 | Communication Models: Various models (e.g., Shannon-Weaver Communication Model, Berlo's SMCR Model) are used in health communication. These models are used to understand and improve interactions between healthcare providers and patients. The communication process can be explained through elements such as the sender, receiver, channel, and feedback. These elements form the foundation of effective health communication. |  | X | X |
| LO 16 | Ethics can be defined as a philosophical framework that helps individuals determine what is right and wrong. It is a discipline based on certain values and principles that guide people's actions and decisions. Morality, on the other hand, refers to the set of accepted right and wrong behaviors, either individually or collectively; in other words, ethics analyzes what is right or wrong from a philosophical perspective, while morality reflects societal norms. |  | X | X |

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| **Instructor of the Course**  **Signature**  **Prof. Dr. Nurdan KIRIMLIOGLU** | **History**  **19.11.2012** |

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| **COURSE CODE:** | **521603309** | | **DEPARTMENT: MEDICAL HISTORY AND ETHICS** | | | |
| **COURSE NAME:** | **ETHICAL ISSUES IN SURGERY** | | | | | |
| **TEACHING THE COURSE**  **STAFF**  **Prof. Dr. Huseyin ILHAN** | | **COURSE LANGUAGE**  **Turkish: X**  **English: ** | | **Category of the Course** | | |
| Technical | Medical | Other( …… ) |
|  | |  | |  | **X** |  |

**COURSE LEVEL**

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| **SCIENTIFIC PREPARATION** | **DEGREE** | **DOCTORATE** | **SPECIALIZED FIELD COURSE** |
| **** | **** | **X** | **** |

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| **SEMESTER** | **WEEKLY CLASS HOURS** | | | **YOUR COURSE** | | | |
| **Theoretical** | **APPLICATION** | **Lab** | **Credit** | **ECTS** | **TYPE** | |
| Spring ****  Fall X | 3 |  |  | 3 | 7.5 | MANDATORY ELECTIVE  ** X** | |
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| **EVALUATION CRITERIA** | | | | | | | |
| **SEMESTER ACTIVITIES** | | | **Type of activity** | | | **Number** | **Percentage (%)** |
| Midterm Exam | | | **1** | **50** |
| Quiz | | |  |  |
| Homework | | |  |  |
| Project | | |  |  |
| Oral examination | | |  |  |
| Other ( ……… ) | | |  |  |
| **Final Exam** | | | | **50** |
| **PREREQUISITE(S)** | | |  | | | | |
| **SHORT COURSE CONTENT** | | | To know the ethical principles and approaches in surgical practices. To have knowledge about biomedical values specific to surgery. To understand the ethical and legal responsibilities regarding patient safety and obtaining patient consent in surgery. To be able to make ethical case analyses in surgery. | | | | |
| **COURSE AIMS** | | | To know the ethical and legal responsibilities in the field of surgery and the legislation specific to the field. To be able to evaluate the problems specific to the field of surgery from an ethical perspective and to offer solutions. | | | | |
| **COURSE CONTRBUTION TO THE PROFESSIONAL EDUCATION OBJECTIVES** | | | To be able to evaluate separately the legal and ethical dimensions of the relationship between the doctor and the patient in the field of surgery. | | | | |
| **LEARNING OUTCOMES OF THE COURSE** | | | The student identifies ethical dilemmas encountered in surgical interventions, evaluates the ethical dimensions of surgical procedures, and proposes solutions that develop ethical principles in surgical practice." | | | | |
| **TEXTBOOK** | | | Erdemir. AD ., Ethics and Deontology in Medicine (2011)  Erdemir. AD ., Öncel.Ö., Aksoy.Ş .: Contemporary Medical Ethics(2003) | | | | |
| **OTHER REFERENCES** | | | Dooley, B. , Fernside . M ., Gordan.M .: Surgery Ethics and Law .(2000)  Jones.J ., McCulluogh.L., Richman BW: The Ethics Of Surgical Practice | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | |  | | | | |

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|  | **WEEKLY PLAN OF THE COURSE** | |
| **WEEK** | **HISTORY** | **TOPICS COVERED** |
| 1 |  | Ethics as a field of philosophy of values and surgical interventions from an ethical perspective |
| 2 |  | Biomedical values in surgery |
| 3 |  | Patient safety in surgery |
| 4 |  | The concept of autonomy in good surgical practice and its ethical importance |
| 5 |  | Ethical and legal framework of the doctrine of informed consent |
| 6 |  | Overcoming difficulties in obtaining informed consent |
| 7 |  | Withdrawal of life-saving treatments in good surgical practice |
| 8 |  | Midterm Exam |
| 9 |  | Importance and limitations of confidentiality/privacy concepts in good surgical practice |
| 10 |  | Ethical responsibilities in surgery |
| 11 |  | Malpractice and legal liabilities in surgery |
| 12 |  | Use of limited resources and surgery |
| 13 |  | Approach to high risk patients in surgical procedures |
| 14 |  | Approach to the patient in surgery and the patient's responsibilities |
| 15 |  | Ethical approaches to children, elderly and incompetent patients in surgery |
| 16 |  | End of semester exam |

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| **CONTRIBUTION OF COURSE LEARNING OUTCOMES TO PROGRAM LEARNING OUTCOMES** | | **Contribution Level** | | |
| **NO** | **LESSON OUTCOMES** | **1**  **Little** | **2**  **Middle** | **3**  **High** |
| LO 1 | Defines the difference between ethics and morality. Explains the basic principles of ethics as a branch of value philosophy. Explains the importance of patient consent (informed consent) in surgical interventions. Analyzes the ethical decision-making processes in life-threatening situations. |  | X | x |
| LO 2 | Explains the concept of biomedical ethics and its basic principles. Explains the importance of biomedical ethical values in surgery. Defines patient safety and explains its importance at every stage of surgery. Defines the key principles of patient safety according to the World Health Organization (WHO) and other health authorities. Explains the importance and use of surgical safety checklists. |  | X | x |
| LO 3 | Evaluates why autonomy is critical for good surgical practices. Explains the importance of active patient participation in the surgical decision-making process. Defines informed consent and explains its key components. Discusses the difference between consent and informed consent in medical practice. Analyzes the relationship between patient autonomy and informed consent. |  | X | X |
| LO 4 | Explains barriers to doctor-patient communication (language, cultural differences, lack of health literacy). Analyzes the ethical and legal challenges of the informed consent process for patients with limited decision-making capacity (children, elderly, unconscious patients). Discusses the difficulties of obtaining consent in emergency situations, high-risk procedures, and experimental treatments. |  | X | X |
| LO 5 | Analyzes end-of-life decisions in terms of the fundamental principles of medical ethics (autonomy, non-maleficence, beneficence, and justice). Discusses the ethical framework of the patient's quality of life and the medical benefit-risk balance. |  | X | X |
| LO 6 | Defines the concepts of medical confidentiality and patient privacy. Evaluates the importance of privacy in terms of individual rights and medical ethics. Analyzes the role of confidentiality in terms of patient autonomy, trust, and ethical responsibilities. |  | X | X |
| LO 7 | Explains the differences between medical ethics, biomedical ethics, and surgical ethics. Defines the principles that form the ethical foundation of surgical practice (autonomy, beneficence, non-maleficence, justice). Discusses how surgical errors can be prevented in line with the surgeon's professional and ethical responsibilities. Evaluates how the surgeon should adhere to the principle of non-maleficence in relation to the patient. Defines the surgeon's legal responsibilities in cases of malpractice. |  | X | X |
| LO 8 | Exam |  | X | X |
| LO 9 | Defines the concept of limited resources and explains its meaning in healthcare. Provides information on limited resources in surgery (medical equipment, personnel, financial resources, time). Emphasizes the importance of evaluating high-risk patients before surgery. Explains how risk assessment, preoperative tests, and a multidisciplinary approach should be planned. Discusses how to determine the stages and priorities of the surgical process in high-risk patients. |  | X | X |
| LO 10 | Defines fundamental principles in surgical approaches, such as respect for the patient, empathy, and professionalism. Provides information about the surgeon’s ethical, legal, and clinical responsibilities in relation to the patient. Highlights the patient's autonomy and decision-making rights and explains the role of the informed consent process in surgical interventions. |  | X | X |
| LO 11 | Explains special ethical approaches in the surgical intervention process for children. Discusses the ethical responsibilities regarding children’s autonomy, the informed consent process, and the role of parents. Evaluates decision-making processes based on the principle of beneficence in surgical interventions for children. Evaluates the balance between protecting the autonomy of elderly patients and ensuring their health and safety. Discusses the ethical responsibilities for patients with mental disabilities, unconsciousness, or limited decision-making capacity. |  | X | X |
| LO 12 | Defines the difference between ethics and morality. Explains the basic principles of ethics as a branch of value philosophy. Explains the importance of patient consent (informed consent) in surgical interventions. Analyzes the ethical decision-making processes in life-threatening situations. |  | X | X |
| LO 13 | Explains the concept of biomedical ethics and its basic principles. Explains the importance of biomedical ethical values in surgery. Defines patient safety and explains its importance at every stage of surgery. Defines the key principles of patient safety according to the World Health Organization (WHO) and other health authorities. Explains the importance and use of surgical safety checklists. |  | X | X |
| LO 14 | Evaluates why autonomy is critical for good surgical practices. Explains the importance of active patient participation in the surgical decision-making process. Defines informed consent and explains its key components. Discusses the difference between consent and informed consent in medical practice. Analyzes the relationship between patient autonomy and informed consent. |  | X | X |
| LO 15 | Explains barriers to doctor-patient communication (language, cultural differences, lack of health literacy). Analyzes the ethical and legal challenges of the informed consent process for patients with limited decision-making capacity (children, elderly, unconscious patients). Discusses the difficulties of obtaining consent in emergency situations, high-risk procedures, and experimental treatments. |  | **x** | X |
| LO 16 | Exam |  |  | X |

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| **Instructor of the Course**  **Signature**  **Prof. Dr. Huseyin Ilhan** | **History** |

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| **COURSE CODE:** | **521603310** | | **DEPARTMENT: MEDICAL HISTORY AND ETHICS** | | | |
| **COURSE NAME: PATIENT-CENTERED HOLISTIC APPROACH IN HEALTH** | | | | | | |
| **TEACHING THE COURSE**  **STAFF**  **Prof. Dr. Nilüfer DEMİRSOY** | | **COURSE LANGUAGE**  **Turkish: X**  **English: ** | | **Category of the Course** | | |
| Technical | Medical | Other( …… ) |
|  | |  | |  | **X** |  |

**COURSE LEVEL**

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| **SCIENTIFIC PREPARATION** | **DEGREE** | **DOCTORATE** | **SPECIALIZED FIELD COURSE** |
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| **SEMESTER** | **WEEKLY CLASS HOURS** | | | **YOUR COURSE** | | | |
| **Theoretical** | **APPLICATION** | **Lab** | **Credit** | **ECTS** | **TYPE** | |
| Spring ****  Fall **X** | 3 |  |  | 3 | 7.5 | MANDATORY ELECTIVE  ** X** | |
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| **EVALUATION CRITERIA** | | | | | | | |
| **SEMESTER ACTIVITIES** | | | **Type of activity** | | | **Number** | **Percentage (%)** |
| Midterm Exam | | | **1** | **40** |
| Quiz | | |  |  |
| Homework | | |  |  |
| Project | | |  |  |
| Oral examination | | |  |  |
| Other ( ……… ) | | |  |  |
| **Final Exam** | | | | **60** |
| **PREREQUISITE(S)** | | |  | | | | |
| **SHORT COURSE CONTENT** | | | holistic care philosophy, which focuses on individuality and accepts that there is a very close relationship between the body, mind and spirit , it is emphasized that each dimension of the human being is unique and at the same time interconnected. While the value of integrity is defined as an important concept for personal development and health, providing treatment and healing with a holistic approach goes back to Hippocrates , the founder of medicine . It emphasizes that a holistic approach to the individual is important and that the spiritual effects of diseases should be considered in addition to physical ailments. The aphorism "It is more important to know what kind of person is sick than what kind of disease a person has" explains the holistic approach.  **holistic care philosophy** ; holistic treatment and care approaches should be evaluated together with holistic diagnosis and diagnostic practices. Spiritual care/approach, which we define as the individual's emotional needs, as well as the physical and spiritual difficulties experienced by the individual , is included in the treatment process together with beliefs (not always associated with God), individual learning and self- realization approaches.  **In holistic medicine, holistic** The concept of integrity within **the philosophy of care includes determining the priorities of needs by bringing together the physical and spiritual needs of individuals within a partnership.**  Among these needs, it can be said that the effective use and fulfillment of psychosocial needs contributes to the reduction or positive improvement of physical needs and increases the effectiveness of medical treatment.  According to the World Health Organization, health is a state of feeling good in terms of bio - psycho -social and spiritual aspects. Health is the level of harmony between body, mind and soul. Therefore, the holistic health of the individual is possible by implementing all types of care, including spirituality (American Holistic Nurses Association). **The World Medical Association Lisbon Declaration (1981)** states that “The patient has the right to accept or reject spiritual and moral consolation, including the help of an appropriate religious representative.” **The World Medical Association Amsterdam Declaration (1994)** states that “Everyone has the right to have their own moral and cultural values, religious and philosophical beliefs and to have them respected.” In addition, the same declaration emphasizes the right to spiritual care by stating that “Patients have the right to spiritual support and guidance at all times during their care and treatment.” **European Statute of Patients' Rights (Constituent Agreement) Fundamental Document (2002)** “Article 12 - Right to Individual Treatment Every individual has the right to direct diagnostic and treatment programs according to his/her personal needs.”  **8/5/2014 and numbered 28993 -** Necessary measures are taken to ensure that patients can freely fulfill their religious obligations within the means of health institutions and organizations.  A religious official who is compatible with the religious beliefs of the patients is invited upon their request to inculcate religion and support them spiritually, provided that the institution's services are not disrupted, others are not disturbed and medical treatment arranged and carried out by the personnel is not interfered with in any way. For this purpose, appropriate times and places are determined in health institutions and organizations.  **Spirituality , one of the components of the Holistic Approach ;** Spirituality is related to “growth”, it is the essence of existence and is innate. It is an instinctive (innate) awareness to help someone else. The individual’s grasp of his/her own spiritual perception increases inner peace and individual satisfaction. Spirituality ; is the process of learning and change as a result of an individual relationship with a superior power/god. The person first understands and comprehends his/her inner self, then with this knowledge , decides what he/she wants and expects from life and implements it. The person who can realize this in a healthy way, that is, who can comprehend his/her true self, can better understand his/her environment, events and people. When evaluated from this aspect, it is seen that the majority of holistic medical practices support this belief and the tendency to comprehend the true self.  There are important principles to consider when providing spiritual care. These include:  1. The aim should be to explain the individual's strength in relation to moral and spiritual needs as well as current and potential problems.  2. In spiritual care, the primary goal of health professionals should be to activate the individual's spiritual resources.  3. Spiritual care is not intended to convert the patient from his or her beliefs or change his or her perspective, but to respond to the individual's expressed spiritual needs.  4. Spiritual diagnosis and care must be based on a trusting and sensitive relationship with the patient. This care must be planned to take into account the individual's culture, social and spiritual resources, as well as his or her thought and religious practices.  5. Team members should be aware of their limitations when informing each other about the individual information they have obtained about the patient.  spiritual care in written form in health practices should be recognized and necessary arrangements should be made.  In line with all these contents, the professional team must be competent to recognize, apply and evaluate spirituality as a concept.  In recent years, the relationship between spirituality and medicine has been the focus of attention by both health professionals and social scientists. The holistic approach for patients is based on a careful healing process, focusing on the individual every day. Important points from the patient's spiritual and religiously related or not related life may need to be evaluated.  Studies have found that there is a significant relationship between spirituality , beliefs/values and health outcomes for many patients. It shows that there is a positive correlation between the medical care outcomes of patients and the physician and patient group who talk/want to talk about spiritual factors with their patients , and that the number of health professionals who believe that spirituality plays an important role in the lives of patients increases.  Some questionnaire forms such as HOPE and FAITH, which are suggested for the practical evaluation of spirituality as part of medical evaluation, are tools that can be used in this area. The obtained evaluation results can be evaluated with qualitative data analysis. Meaningful results can be reached with content analysis. It may be possible to provide correct guidance by sharing the obtained results with the patient. In order for these to happen, the physician or the health professionals who are professionally trained in this field responsible for the patient need to reach the level of competence and create awareness.  . | | | | |
| **COURSE AIMS** | | | of spirituality, a component of holistic care philosophy , within health care practices and the explanation of its contributions to treatment. | | | | |
| **COURSE CONTRBUTION TO THE PROFESSIONAL EDUCATION OBJECTIVES** | | | of Spirituality, which is a component of the holistic approach in Health Care Practices, in terms of individual values.  Ability to evaluate the obtained evaluation results with qualitative data analysis and to make content analyses  Being able to ask questions on the subject correctly, on time and according to needs and analyze the answers. | | | | |
| **LEARNING OUTCOMES OF THE COURSE** | | | **The student explains the fundamental principles of patient-centered healthcare, evaluates the integration of a holistic approach into healthcare services, and develops solutions by discussing the ethical and practical aspects of patient-centered care** | | | | |
| **TEXTBOOK** | | |  | | | | |
| **OTHER REFERENCES** | | | Harold G. Koenig . Spirituality in Patients Care . Why , How, When , and What.2014    [William Dorman . Restoration the Healer : Spiritual Self- Care for Health Resort Professionals ( Spirituality and Mental Health )](http://www.amazon.com/Restoring-Healer-Spiritual-Professionals-Spirituality/dp/159947493X/ref=sr_1_1?s=books&ie=UTF8&qid=1460357606&sr=1-1" \o "Restoring the Healer: Spiritual Self-Care for Health Care Professionals (Spirituality and Mental Health))  2016  Simon robinson . Spirituality , Ethics and Care,2007  [[Elizabeth Johnston-Taylor](http://www.amazon.com/What-Do-Say-Patients-Spirituality/dp/1599471205/ref=sr_1_1?s=books&ie=UTF8&qid=1460357779&sr=1-1&keywords=what+do+i+say+talking+with+patients+about+spirituality" \o "What Do I Say?: Talking with Patients about Spirituality)](http://www.amazon.com/Elizabeth-Johnston-Taylor/e/B001JP2F26/ref=sr_ntt_srch_lnk_1?qid=1460357779&sr=1-1) [. What Do I Say ?: Talking with Patients about Spirituality , 2007](http://www.amazon.com/What-Do-Say-Patients-Spirituality/dp/1599471205/ref=sr_1_1?s=books&ie=UTF8&qid=1460357779&sr=1-1&keywords=what+do+i+say+talking+with+patients+about+spirituality" \o "What Do I Say?: Talking with Patients about Spirituality) | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | |  | | | | |

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|  | **WEEKLY PLAN OF THE COURSE** | |
| **WEEK** | **HISTORY** | **TOPICS COVERED** |
| 1 |  | Relationship between Medicine/Science/Values/Ethics |
| 2 |  | Values in Health Care Practice |
| 3 |  | Health Care Practices/ Holistic Medicine Practices: Spirituality |
| 4 |  | spirituality be included in wellness practices ? |
| 5 |  | How/when should spirituality be incorporated into health practices ? |
| 6 |  | Comparing the results of incorporating spirituality into health practices |
| 7 |  | spirituality (HOPE/FAITH etc. ) |
| 8 |  | MIDTERM EXAM |
| 9 |  | spirituality (HOPE/FAITH etc. ) |
| 10 |  | Analysis of answers received from questions/content analysis |
| 11 |  | Analysis of answers received from questions/content analysis |
| 12 |  | spirituality in specific groups - Primary Health Care practices |
| 13 |  | Evaluation of spirituality in specific groups - Chronic Diseases |
| 14 |  | Evaluation of spirituality in specific groups -Oncology |
| 15 |  | spirituality in specific groups - Physical Rehabilitation When Necessary |
| 16 |  | spirituality in specific groups - Children |

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| **CONTRIBUTION OF COURSE LEARNING OUTCOMES TO PROGRAM LEARNING OUTCOMES** | | **Contribution Level** | | |
| **NO** | **LESSON OUTCOMES** | **1**  **Little** | **2**  **Middle** | **3**  **High** |
| LO 1 | Defines the values and ethical principles in medicine (beneficence, non-maleficence, justice, autonomy). Explains how ethical values guide decision-making processes in medicine. Evaluates how the basic ethical principles in medicine are integrated with scientific studies. |  | X | X |
| LO 2 | Defines the fundamental values important in healthcare practices (beneficence, non-maleficence, justice, autonomy). Explains their role in the delivery of healthcare services. Discusses how values guide patient care. |  | X | X |
| LO 3 | Defines the concept of spirituality and relates it to religion and belief systems. Explains spirituality in healthcare in terms of individual spiritual needs and the search for the meaning of life. Discusses how holistic medicine integrates spirituality and the importance of spiritual healing in this context. |  | X | X |
| LO 4 | Explains how spirituality contributes to individuals’ physical and psychological healing processes. Discusses the positive effects of spiritual and mental health on physical health. Evaluates the role of spiritual healing in patients' overall health and quality of life. |  | X | X |
| LO 5 | Explains why spirituality should be integrated into healthcare practices to contribute to patients' general health and healing processes. Discusses the importance of healthcare professionals integrating spirituality in a sensitive manner according to the patient's individual needs and belief systems. Defines ethical responsibilities and limits in incorporating spirituality into the treatment process. |  | X | X |
| LO 6 | Discusses the positive effects of integrating spirituality into healthcare on patients' psychological recovery. Evaluates how spiritual support helps patients cope with psychological conditions such as stress, anxiety, and depression. Explains how integrating spirituality into healthcare strengthens patients' emotional resilience and positive thinking skills. |  | X | X |
| LO 7 | Discusses how healthcare professionals should ask questions to understand patients' spiritual needs and beliefs. Spirituality assessment questions can be categorized into the following topics: The patient’s spiritual life (information about their beliefs, practices, and spiritual resources), The patient’s values and beliefs (beliefs about life’s purpose, death, and illness), Religious needs (specific religious or spiritual practice requirements), Emotional and psychological needs (inner peace, meaning-seeking, stress coping strategies). |  | X | X |
| LO 8 | Exam |  | X | X |
| LO 9 | The HOPE model is a commonly used approach to assess patients' spiritual needs and beliefs. Each letter represents a question that helps better understand the patient’s spiritual condition. The FAITH model is another effective approach to understanding patients' spiritual needs. Questions are asked to understand what patients find most beneficial in their spiritual practices. Questions are asked to understand the patient’s search for religious or spiritual guidance to receive spiritual support. Explores how spiritual approaches provide the patient with inner peace. |  | X | X |
| LO 10 | Students should be able to analyze responses from the questions using themes and sub-themes, grouping these themes logically and providing in-depth analysis. Students should be able to interpret the responses through content analysis, identifying key phrases and messages, and analyzing how these phrases relate to the overall message. |  | X | X |
| LO 11 | Students can analyze responses in a more organized way by coding and categorizing the data, and drawing conclusions from these categories. Students can combine qualitative and quantitative analyses to highlight the general characteristics and trends of the data they have gathered. Students can draw meaningful conclusions from the content analysis and discuss these results in an applied manner within the relevant field. |  | X | X |
| LO 12 | Students should be able to define the spiritual needs of special groups in primary healthcare, such as the elderly, children, disabled individuals, those with chronic illnesses, and individuals experiencing psychosocial difficulties. They can gather information about these groups' health and spiritual needs and understand the role of spirituality in healthcare practices. |  | X | X |
| LO 13 | Students should be able to identify the impact of chronic diseases on patients and define their spiritual needs. They should be able to use various assessment tools to evaluate the spiritual needs of individuals with chronic illnesses. |  | X | X |
| LO 14 | Students should be able to identify the spiritual needs of oncological patients and understand the importance of integrating these needs into the treatment processes. |  | X | X |
| LO 15 | Students should understand the impact of the physical rehabilitation process on patients’ spirituality and learn how to integrate spiritual support into this process. |  | **x** | X |
| LO 16 | Students should understand how spirituality develops in children at different age stages and provide spiritual support suited to the needs of each age group. |  | **x** | X |

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| **Instructor of the Course**  **Signature**  **Prof. Dr. Nilüfer DEMİRSOY** | | | **History**  24.04.2025 | | | |
| **COURSE CODE:** | **521603311** | | | **DEPARTMENT: MEDICAL HISTORY AND ETHICS** | | |
| **COURSE NAME: ETHICAL DILEMMA IN HEALTH** | | | | | | |
| **TEACHING THE COURSE**  **STAFF**  **Prof.Dr. Nurdan Kırımlıoğlu** | | **COURSE LANGUAGE**  **Turkish: X**  **English: ** | | **Category of the Course** | | |
| Technical | Medical | Other( …… ) |
|  | |  | |  | **X** |  |

**COURSE LEVEL**

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| **SCIENTIFIC PREPARATION** | **DEGREE** | **DOCTORATE** | **SPECIALIZED FIELD COURSE** |
| **** | **** | **X** | **** |

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| **SEMESTER** | **WEEKLY CLASS HOURS** | | | **YOUR COURSE** | | | |
| **Theoretical** | **APPLICATION** | **Lab** | **Credit** | **ECTS** | **TYPE** | |
| Spring ****  Fall **X** | 3 |  |  | 3 | 7.5 | MANDATORY ELECTIVE  ** X** | |
|  | | | | | | | |
| **EVALUATION CRITERIA** | | | | | | | |
| **SEMESTER ACTIVITIES** | | | **Type of activity** | | | **Number** | **Percentage (%)** |
| Midterm Exam | | | **1** | **50** |
| Quiz | | |  |  |
| Homework | | |  |  |
| Project | | |  |  |
| Oral examination | | |  |  |
| Other ( ……… ) | | |  |  |
| **Final Exam** | | | | **50** |
| **PREREQUISITE(S)** | | |  | | | | |
| **SHORT COURSE CONTENT** | | | Ethical Dilemmas and the Characteristics of Approaches to Dilemmas Encountered in the Health Field | | | | |
| **COURSE AIMS** | | | Being aware of the existence of many dilemmas in the field of health  Understanding the importance of dilemmas before making clinical decisions  Understanding the importance of reflecting the decisions made to solve dilemmas on behaviors  Being able to realize the importance of solving dilemmas with methodology on the decision-making mechanism and realize their effects on the course of the path to be drawn. | | | | |
| **COURSE CONTRBUTION TO THE PROFESSIONAL EDUCATION OBJECTIVES** | | | Encouraging those who want to receive postgraduate education in ethics to form and realize their own ideas, and to be able to suggest a methodology to them when choosing their future and the actions that will shape their future ,  postgraduate education in ethics can go beyond "best practices" , be aware of effective practices, not only show what patients and other health professionals do, but also be able to notice what they think, see with what foresight what they do, how they come to their decisions, what they think about their actions and what kind of development they expect after they act. | | | | |
| **LEARNING OUTCOMES OF THE COURSE** | | | **The student identifies ethical dilemmas in healthcare, applies ethical theories to address these dilemmas, and analyzes ethical decision-making processes in various healthcare situations."** | | | | |
| **TEXTBOOK** | | |  | | | | |
| **OTHER REFERENCES** | | | F. Feldman , What is Ethics?  Doğan Özlem, Moral Philosophy, Ethics  Thomas Cathcart , The Trolley Problem  Martin Cohen , 101 Moral Dilemmas | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | |  | | | | |

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|  | **WEEKLY PLAN OF THE COURSE** | |
| **WEEK** | **HISTORY** | **TOPICS COVERED** |
| 1 |  | Why Do We Face Ethical Dilemmas? |
| 2 |  | What is Ethical Sensitivity? |
| 3 |  | What is an Ethical Dilemma? |
| 4 |  | What are the Methods for Resolving Ethical Dilemmas?  Methodology? |
| 5 |  | Some Facts About Ethical Dilemma |
| 6 |  | Some Facts About Ethical Dilemma |
| 7 |  | Clinical Ethical Decision Making, Dilemma Situations |
| 8 |  | **Midterm Exam** |
| 9 |  | The Importance of Ethical Decision Making in the Healthcare Field |
| 10 |  | Importance of Ethical Decision Making Process in Healthcare |
| 11 |  | The Importance of the Mind in the Process of Making Ethical Decisions |
| 12 |  | Ethical Dilemmas and Their Resolution in the Healthcare Field |
| 13 |  | Laboratory - Internal and Surgical Medicine |
| 14 |  | Dilemma Cases and Solutions Related to the Health Field |
| 15 |  | Dilemma Cases and Solutions Related to the Health Field |
| 16 |  | **Final** |

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| **CONTRIBUTION OF COURSE LEARNING OUTCOMES TO PROGRAM LEARNING OUTCOMES** | | **Contribution Level** | | |
| **NO** | **LESSON OUTCOMES** | **1**  **Little** | **2**  **Middle** | **3**  **High** |
| LO 1 | Students can define the concept of an ethical dilemma and explain what it means when encountering ethical dilemmas. Students can explain how different ethical values and principles vary between individuals or societies. |  | X | X |
| LO 2 | Students can learn what ethical sensitivity is and what it means to be ethically sensitive. Ethical sensitivity refers to an individual's awareness of ethical issues such as right and wrong, justice and injustice, and their ability to act with sensitivity regarding these issues. |  | X | X |
| LO 3 | Students can identify conflicts between different ethical principles encountered in an ethical dilemma. Students can differentiate between different types of ethical dilemmas (e.g., individual rights vs. social responsibilities, honesty vs. confidentiality). |  | X | X |
| LO 4 | Students can define different solutions that can be used in ethical dilemmas (deontology, consequentialism, virtue ethics, etc.). Students can understand the deontological approach and how, in this approach, the rightness of actions is evaluated independently of their outcomes. |  | X | X |
| LO 5 | Students begin to work on cases related to ethical dilemmas and can apply the methodologies they have learned. Students can apply the methodology they have learned in working on cases related to ethical dilemmas. |  | X | X |
| LO 6 | Students can sequentially define the basic steps of the ethical decision-making process (identifying the problem, determining the values, evaluating possible solutions, and making the decision). Students can define ethical dilemmas frequently encountered in clinical settings (e.g., patient confidentiality vs. emergency intervention needs) and understand that these situations must be resolved. |  | X | X |
| LO 7 | Students can define the concept of an ethical dilemma and explain what it means when encountering ethical dilemmas. Students can explain how different ethical values and principles vary between individuals or societies. |  | X | X |
| LO 8 | Exam |  | X | X |
| LO 9 | Students can define the basic principles of the ethical decision-making process in healthcare (autonomy, non-maleficence, beneficence, justice). Students can explain the role of ethical decisions in patient safety and how these decisions can improve patient health. |  | X | X |
| LO 10 | Students can define the basic stages of the ethical decision-making process in healthcare (situation analysis, determining values, evaluating options, making the decision). Students can define how mental processes (values, beliefs, thought structures) affect the ethical decision-making process. |  | X | X |
| LO 11 | Students can identify and resolve ethical dilemmas in healthcare settings. |  | X | X |
| LO 12 | Students can define ethical dilemmas commonly encountered in internal and surgical medicine (e.g., patient consent, treatment choices, risk management). Students can understand the differences and similarities between ethical dilemmas encountered in laboratory and clinical (internal and surgical) settings. |  | X | X |
| LO 13 | **Healthcare-Related Dilemma Cases and Analyses** |  | X | X |
| LO 14 | Students can analyze healthcare-related ethical dilemma cases and provide solutions. |  | X | X |
| Lo 15 | Students can define the basic principles of the ethical decision-making process in healthcare (autonomy, non-maleficence, beneficence, justice). Students can explain the role of ethical decisions in patient safety and how these decisions can improve patient health. |  | X | X |
| Lo 16 | Exam |  |  | X |

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| **Instructor of the Course**  **Signature**  **Prof.Dr. Nurdan Kırımlıoğlu** | **History**  **24.04.2025** |

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| **COURSE CODE: 521603312** | | **DEPARTMENT: MEDICAL HISTORY AND ETHICS** | | |
| **COURSE NAME: ETHICAL COMMITTEES AND EVALUATION** | | | | |
| **TEACHING THE COURSE**  **STAFF**  **Prof. Dr. Nilüfer Demirsoy** | **COURSE LANGUAGE**  **Turkish: X**  **English: ** | **Category of the Course** | | |
| Technical | Medical | Other( …… ) |
|  |  |  | **X** |  |

**COURSE LEVEL**

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| --- | --- | --- | --- |
| **SCIENTIFIC PREPARATION** | **DEGREE** | **DOCTORATE** | **SPECIALIZED FIELD COURSE** |
| **** | **** | **X** | **** |

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| **SEMESTER** | **WEEKLY CLASS HOURS** | | | **YOUR COURSE** | | | |
|  | **Theoretical** | **APPLICATION** | **Lab** | **Credit** | **ECTS** | **TYPE** | |
| Spring ****  Fall **X** | 3 |  |  | 3 | 7.5 | MANDATORY ELECTIVE  ** X** | |
|  | | | | | | | |
| **EVALUATION CRITERIA** | | | | | | | |
| **SEMESTER ACTIVITIES** | | | **Type of activity** | | | **Number** | **Percentage (%)** |
|  | | | Midterm Exam | | | **1** | **60** |
|  | | | Quiz | | |  |  |
|  | | | Homework | | |  |  |
|  | | | Project | | |  |  |
|  | | | Oral examination | | |  |  |
|  | | | Other ( ……… ) | | |  |  |
|  | | | **Final Exam** | | | | **40** |
| **PREREQUISITE(S)** | | |  | | | | |
| **SHORT COURSE CONTENT** | | | Science-technology-industry-economy relations have intensified and the responsibilities of scientists have increased. In this context, science, research and publication ethics have gained importance . Animal experiments must be completed before clinical research. At this stage, they must obtain approval from the Animal Research Ethics Committees for the animals to be used and the applications and processes to be performed and fulfill their scientific, ethical and legal responsibilities. Phase 2 clinical research continues on volunteer patients and healthy individuals.  The importance of clinical research and some of its requirements increase the possibility that the researcher identity will overshadow professional responsibility during the study process . Especially in clinical studies, it is possible to see that researchers who pursue an academic career and practice medicine sometimes have a much lower identity as physicians than as researchers. This situation creates the risk of encountering possible ethical and legal problems after a while. A structure is needed to protect the rights of both researchers and participants involved in the research and to prevent possible ethical and legal violations. Similar problems apply to scientific studies conducted on people or human materials outside of clinical research.  Ethics committees have taken their place among the important disciplines that serve this purpose. Ethics Committees: Although they are called by different names such as “Ethics Committee/Committee”, “Institutional Review Board” or “Human Subjects Committee”, the aim of all of them is to approve that research involving volunteers is conducted in accordance with scientific, ethical and legal standards. In doing so, the committees must benefit from both the provisions in national legislation (Clinical Research Regulation) and international regulations (such as the Declaration of Helsinki, GCP Guide, Biomedicine Convention). Ethics committees also have responsibilities towards society and science due to their working disciplines, and are based on the idea that “the rights, safety and well-being of individuals should always take precedence over the interests of science and society”.  The legal basis for conducting clinical research in accordance with international standards in our country was established by the “Regulation on Drug Research”, which was published in the Official Gazette dated January 29, 1993 and numbered 21480 and entered into force. The Ministry of Health put into practice the “Good Clinical Practices Guide” and the “Good Laboratory Practices Guide” at the end of 1995. The regulations and related guides were updated and revised as the Regulation on Clinical Research of Drugs and Biological Products dated September 13, 2015 and numbered 29474, and the good clinical practices guide was revised on November 13, 2015. Clinical Research and Bioavailability The Standard Working Methods Principles of Bioequivalence Studies Ethics Committees were revised and put into practice on 06.08.2016.  In order to evaluate the research to be conducted on humans from an ethical perspective, local ethics committees and a Central Ethics Committee within the Ministry of Health have been established (Regulation on Drug Research, 1993, Article: 11). According to the regulation; “Before starting any clinical research to be conducted on humans, it is mandatory to obtain permission from the appropriate local ethics committee and in some cases from the central ethics committee through the local ethics committee.”  current ethics committee structures in our country are as follows.   * Clinical Research Ethics Committee * Non-Interventional Clinical Research Ethics Committee * Local Ethics Committee for Experimental Animals * Hospital Ethics Committees * Scientific Research Publication Ethics Committee * Public Officials Ethics Committee   In the structuring of all these boards, the members formed are required to be Ethics/Deontology experts. When considered from this perspective, candidates who complete a doctoral program in the History of Medicine and Ethics field have great responsibilities after graduation. They have to evaluate and foresee possible ethical and legal problems that may be encountered in scientific studies along with all the basic teachings of the discipline. Detailed evaluation of each stage of scientific research projects, the structure of the existing ethics boards in our country, their forms, requested documents and how their controls should be carried out will be studied by examining sample files. | | | | |
| **COURSE AIMS** | | | It is aimed to understand why ethics committees are important, their work discipline and file evaluation processes, and to ensure that their evaluations can be made in practice. | | | | |
| **COURSE CONTRBUTION TO THE PROFESSIONAL EDUCATION OBJECTIVES** | | | To be able to evaluate files in all ethical committees in a way that will enable us to achieve the above-mentioned objectives, and to develop behavior that will establish and develop this awareness. | | | | |
| **LEARNING OUTCOMES OF THE COURSE** | | | **The student explains the structure and functions of ethical committees, analyzes ethical evaluation processes, and critically evaluates the decisions made by ethical committees."** | | | | |
| **TEXTBOOK** | | |  | | | | |
| **OTHER REFERENCES** | | | [Medical Ethics 9: Ethical Approach to Developing Research and Methods in Medicine](http://eds.b.ebscohost.com/eds/viewarticle/render?data=dGJyMPPp44rp2%2fdV0%2bnjisfk5Ie46bZQsq%2b0Ua6k63nn5Kx94um%2bTa2orUqup7U4sbCvTbirszjOw6SM8Nfsi9%2fZ8oHt5Od8u6%2bzULCptlGxpqSE3%2bTlVfLopHzgs%2byE49jpPvLX5VW%2fxKR57LOzULOqtUqk3O2K69fyVeTr6oTy2%2faMpN3zffHqu2zw6%2bMA&vid=0&sid=be89c01c-c1c4-41ea-ba1a-89223fd8a622@sessionmgr101&hid=127" \o "Medikal etik 9 : tıpta gelişen araştırmalar ve yöntemlere etik yaklaşım) , Doğan, Hanzade ; Hatemi , Hüsrev; Hiperlink ( Firm ). Edition: 1st Bs. Istanbul: Hiperlink . 2010.  [Experimental Animals in Biomedical Research: Basic Information and Ethics](http://eds.b.ebscohost.com/eds/viewarticle/render?data=dGJyMPPp44rp2%2fdV0%2bnjisfk5Ie46bZQsq%2b0Ua6k63nn5Kx94um%2bTa2orUqup7U4sbCvTbirszjOw6SM8Nfsi9%2fZ8oHt5Od8u6%2bzULCptlGxpqSE3%2bTlVfLopHzgs%2byE49jpPvLX5VW%2fxKR57LO0SbGstEyk3O2K69fyVeTr6oTy2%2faMpN3zffHqu2zw6%2bMA&vid=0&sid=be89c01c-c1c4-41ea-ba1a-89223fd8a622@sessionmgr101&hid=127" \o "Biyomedikal araştırmalarda deney hayvanı : temel bilgiler ve etik ilkeler)[Principles](http://eds.b.ebscohost.com/eds/viewarticle/render?data=dGJyMPPp44rp2%2fdV0%2bnjisfk5Ie46bZQsq%2b0Ua6k63nn5Kx94um%2bTa2orUqup7U4sbCvTbirszjOw6SM8Nfsi9%2fZ8oHt5Od8u6%2bzULCptlGxpqSE3%2bTlVfLopHzgs%2byE49jpPvLX5VW%2fxKR57LO0SbGstEyk3O2K69fyVeTr6oTy2%2faMpN3zffHqu2zw6%2bMA&vid=0&sid=be89c01c-c1c4-41ea-ba1a-89223fd8a622@sessionmgr101&hid=127" \o "Biyomedikal araştırmalarda deney hayvanı : temel bilgiler ve etik ilkeler) , Yeğen, Berrak Ç; Hiperlink ( Firm ). Istanbul: Hiperlink . 2005.  Ethical Theories, A.Stroll ., AA Lang,VJBourke , R.Campbell , Lotus Publications  Science Ethics, David&Resnick , Ayrıntı Publications  Reviewing Clinical Trials : A Guide For The Ethics Committee Editors : Johan Pe Karlberg And Marjorie . A. Speers Clinical Trials Center , The University of Hong Kong Hong Kong Sar, Pr China Association For The Accreditation Of Human Research Protection Programs , Inc. Washington, DC , USA  Ethics Assessment And Guidance in Different Types of Organizations Research Ethics Committees Authors : Javier Aria Diaz , Mª Conception Martín-Arribas , Laura Herrero Olivera , Leyre De Sola Perea , Institute Of Health Carlos III ( Iscııı ) Johanna Romare , Linkoping University June 2015 Annex 3.A Ethical Assessment Of Research And Innovation : A Comparative Analysis Of Practices And Institutions In The Eu And Selected Other Countries Deliverable 1.1 | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | |  | | | | |

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|  | **WEEKLY PLAN OF THE COURSE** | |
| **WEEK** | **HISTORY** | **TOPICS COVERED** |
| 1 |  | Ethics Committees, Emergence of Ethics Committees, Their Functions |
| 2 |  | Types of Ethics Committees/Existing ethics committees and legislation in our country |
| 3 |  | Types of Ethics Committees/Existing ethics committees and legislation in our country (Continued) |
| 4 |  | How to Review Ethics Committee Files Scientific/Ethical/Legal Evaluation |
| 5 |  | How to Review Ethics Committee Files Scientific/Ethical/Legal Evaluation (continued) |
| 6 |  | Local Ethics Committee for Experimental Animals |
| 7 |  | Virtual File Review |
| 8 |  | **Midterm Exam** |
| 9 |  | Clinical Research Ethics Committee |
| 10 |  | Virtual File Review |
| 11 |  | Non-Interventional Clinical Research Ethics Committee |
| 12 |  | Virtual File Review |
| 13 |  | Hospital Ethics Committees |
| 14 |  | Virtual File Review |
| 15 |  | Scientific Research Publication Ethics Board Virtual File Review |
| 16 |  | **Final exam** |

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| **CONTRIBUTION OF COURSE LEARNING OUTCOMES TO PROGRAM LEARNING OUTCOMES** | | **Contribution Level** | | |
| **NO** | **LESSON OUTCOMES** | **1**  **Little** | **2**  **Middle** | **3**  **High** |
| LO 1 | Students can define the concept of ethics committees and understand their general role in healthcare and scientific research. Students can discuss the historical development of ethics committees and how their importance in healthcare services and medical research has increased. |  | X | X |
| LO 2 | Students can define different types of ethics committees (e.g., healthcare ethics committee, research ethics committee, animal experimentation ethics committee) and explain the role of each in healthcare and scientific research. |  | X | X |
| LO 3 | Students can understand the various types of ethics committees in Turkey (health, biomedical, research, clinical research, ethics committees in educational institutions) and the areas in which each operates. |  | X | X |
| LO 4 | Students can explain how a research protocol in an ethics committee file is scientifically evaluated, considering research methodology, hypothesis, sample selection, data collection methods, and the reliability of results. |  | X | X |
| LO 5 | Students can analyze the scientific validity and ethical compliance of the research protocols in the ethics committee file. They can examine how the ethical principles (patient consent, confidentiality, non-maleficence, justice) are adhered to in the evaluation of the ethics committee file. |  | X | X |
| LO 6 | Students can define the animal experimentation ethics committee and understand its role in research and experimentation. Students can explain the legal regulations governing the work of the animal experimentation ethics committee (e.g., the Animal Protection Law No. 5199, European Union directives). |  | X | X |
| LO 7 | Students can define the concept of virtual file review and understand the purpose of such reviews. Students can list the steps of the virtual file review process (data collection, analysis, evaluation, reporting) and explain the methods to be followed in each step. |  | X | X |
| LO 8 | Exam |  | X | X |
| LO 9 | Students can define the clinical research ethics committee and provide information about its purpose and duties. Students can explain the legal regulations (e.g., Turkish Medical Ethics Rules, GCP - Good Clinical Practice) and ethical rules that govern the working processes of the clinical research ethics committee. |  | X | X |
| LO 10 | Students can list the steps of the virtual file review process (data collection, analysis, evaluation, reporting) and explain the methods to be followed in each step. |  | X | X |
| LO 11 | Students can define the non-interventional clinical research ethics committee and understand its role in the ethical evaluation of such studies. Students can explain what non-interventional clinical research (observational studies, surveys, analysis of patient records, etc.) is and how it differs from interventional research. |  | X | X |
| LO 12 | Students can evaluate the compliance of the virtual file review with research ethics rules (objectivity, accuracy, impartiality) and assess whether the research adheres to ethical standards. |  | X | X |
| LO 13 | Students can identify the challenges encountered in the virtual file review process (technological barriers, lack of information, ethical issues) and propose solutions to overcome these challenges. |  | X | X |
| LO 14 | Students can define the hospital ethics committee and provide general information about its role within the hospital. Students can explain the main goals of the hospital ethics committee (protection of patient rights, ensuring ethical standards, providing decision support services). |  | X | X |
| LO 15 | Students can examine the local and international legal regulations (e.g., GDPR, KVKK) that guide the virtual file review process and explain how to comply with these regulations. Students can discuss the legal consequences of virtual file reviews and the sanctions that may be applied regarding the results. |  | X | X |
| LO 16 | Students can define the publication ethics committee and explain how this committee addresses ethical issues in scientific research. Students can define the duties of the publication ethics committee (ethical oversight, detecting publication violations, ensuring scientific integrity). |  | X | X |

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| **Instructor of the Course**  **Signature**  **Prof. Dr. Nilüfer Demirsoy** | **History**  **24.04.2025** |

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| **COURSE CODE:** | **521603313** | | **DEPARTMENT: MEDICAL HISTORY AND ETHICS** | | | |
| **COURSE NAME: CREATING ETHICAL CODES** | | | | | | |
| **TEACHING THE COURSE**  **STAFF**  **Prof. Dr. Nilüfer Demirsoy** | | **COURSE LANGUAGE**  **Turkish: X**  **English: ** | | **Category of the Course** | | |
| Technical | Medical | Other( …… ) |
|  | |  | |  | **X** |  |

**COURSE LEVEL**

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| **SCIENTIFIC PREPARATION** | **DEGREE** | **DOCTORATE** | **SPECIALIZED FIELD COURSE** |
| **** | **** | **X** | **** |

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| **SEMESTER** | **WEEKLY CLASS HOURS** | | | **YOUR COURSE** | | | |
| **Theoretical** | **APPLICATION** | **Lab** | **Credit** | **ECTS** | **TYPE** | |
| Spring ****  Fall **X** | 3 |  |  | 3 | 7.5 | MANDATORY ELECTIVE  ** X** | |
|  | | | | | | | |
| **EVALUATION CRITERIA** | | | | | | | |
| **SEMESTER ACTIVITIES** | | | **Type of activity** | | | **Number** | **Percentage (%)** |
| Midterm Exam | | | **1** | **60** |
| Quiz | | |  |  |
| Homework | | |  |  |
| Project | | |  |  |
| Oral examination | | |  |  |
| Other ( ……… ) | | |  |  |
| **Final Exam** | | | | **40** |
| **PREREQUISITE(S)** | | |  | | | | |
| **SHORT COURSE CONTENT** | | | Healthcare professionals who have special professional privileges in society must observe the moral values and high ethical standards specific to the profession. In the moral dilemmas that every healthcare professional who provides healthcare services to their patients faces in the context of their professional responsibilities and autonomy, “professional ethics rules”, in other words “ethical codes” , play a guiding role. An ethical code is a common term used for regulations that are derived from ethical principles, guide behaviors like ethical principles, and create criteria; but are more specific and concrete than ethical principles. A health professional ethics code is a set of rules that ensures that the ideals of that profession are adopted by both society and healthcare professionals; that is specific to that profession and includes all members of the profession; that guides behaviors; that disciplines behaviors below expected standards and that ensures the development of acceptable behavioral standards. A system of professional ethics rules determines the moral boundaries of the practices of that profession. Although the codes vary from country to country or over time within the same country, they have some common features. The most common features are “valuing the dignity of human life”; “keeping the patient’s health above all else”; “not discriminating between patients”; “protecting the confidentiality of patient information” and “maintaining professional competence and developing knowledge and skills”. | | | | |
| **COURSE AIMS** | | | Based on universal human rights and freedoms, human dignity,  in order to provide health services with the utmost care for life and health, and to ensure that a perspective is created on the steps and practices to be taken in creating and writing ethical codes in connection with the ideals of the profession and the benefit of the patient. is intended. | | | | |
| **COURSE CONTRBUTION TO THE PROFESSIONAL EDUCATION OBJECTIVES** | | | Ability to provide perspective on the concept of ethical codes , relate what they have learned to the field of application, and develop the ability to conduct case analysis. | | | | |
| **LEARNING OUTCOMES OF THE COURSE** | | | **The student explains the fundamental principles of developing ethical codes, analyzes ethical codes from different disciplines, and develops proposals by discussing the processes for creating professional ethical codes."** | | | | |
| **TEXTBOOK** | | | [Ahmet Cevizci](http://www.kitapyurdu.com/yazar/ahmet-cevizci/1784.html) , Ethics Moral Philosophy , [Say](http://www.kitapyurdu.com/yayinevi/say-yayinlari/99.html) Publications.2016  [Ahmet Cevizci](http://www.kitapyurdu.com/yazar/ahmet-cevizci/1784.html) , Applied Ethics , [Say](http://www.kitapyurdu.com/yayinevi/say-yayinlari/99.html) Publications.2016  Michael Davis , Editor, " Writing A Code Of Ethics " Csep , Illinois Institute Of Technology.1999  Guide To Professional Conduct And Ethics For Registered Medical Practitioners , 7th Edition 2009 | | | | |
| **OTHER REFERENCES** | | | [Ahmet Cevizci](http://www.kitapyurdu.com/yazar/ahmet-cevizci/1784.html) , Ethics Moral Philosophy , [Say](http://www.kitapyurdu.com/yayinevi/say-yayinlari/99.html) Publications.2016  [Ahmet Cevizci](http://www.kitapyurdu.com/yazar/ahmet-cevizci/1784.html) , Applied Ethics , [Say](http://www.kitapyurdu.com/yayinevi/say-yayinlari/99.html) Publications.2016  Michael Davis , Editor, " Writing A Code Of Ethics " Csep , Illinois Institute Of Technology.1999  Guide To Professional Conduct And Ethics For Registered Medical Practitioners , 7th Edition 2009 | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | |  | | | | |

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|  | **WEEKLY PLAN OF THE COURSE** | |
| **WEEK** | **HISTORY** | **TOPICS COVERED** |
| 1 |  | Ethics, norms, values, principles, rules, ethical codes concepts |
| 2 |  | The concept of norm, its content and characteristics |
| 3 |  | Why is an ethical code needed in healthcare practices? |
| 4 |  | Ethical code, morality and law relationship |
| 5 |  | Things to know before creating a good code of ethics |
| 6 |  | Characteristics of a good ethical code |
| 7 |  | Selecting topics in creating an ethical code |
| 8 |  | Professional ethical codes, their features and functions |
| 9 |  | **Midterm Exam** |
| 10 |  | Stages of creating an ethical code |
| 11 |  | Writing a code of ethics |
| 12 |  | Creating and writing a sample code of ethics |
| 13 |  | Creating and writing a sample code of ethics (continued) |
| 14 |  | Steps to be taken after writing ethical codes |
| 15 |  | Example of professional ethics code; medical and nursing professional ethics codes |
| 16 |  | **Final exam** |

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| **CONTRIBUTION OF COURSE LEARNING OUTCOMES TO PROGRAM LEARNING OUTCOMES** | | **Contribution Level** | | |
| **NO** | **LESSON OUTCOMES** | **1**  **Little** | **2**  **Middle** | **3**  **High** |
| LO 1 | **Students can define the concepts of ethics, norms, principles, and values and explain the relationship between norms, which are rules shaped by the expectations of societies, and ethics.** |  | X | X |
| LO 2 | Students can define the concept of norms and understand that norms represent the behavior patterns established to maintain social order. Students can discuss the role of norms in maintaining order in society and explain how they function to ensure that individuals live in harmony with society. |  | X | X |
| LO 3 | Students can explain why it is critical for healthcare professionals to comply with ethical standards in ensuring patient safety and delivering quality healthcare services. Students can discuss how ethical codes aim to protect patient rights and how they provide a tool to prevent violations of patient rights. |  | X | X |
| LO 4 | Students can define the concepts of ethical codes, morals, and law and explain their impacts on society and individuals. Students can discuss how ethical codes are generally shaped by moral values and principles and how these codes guide individuals' moral judgments regarding right and wrong in professional practices. |  | X | X |
| LO 5 | Students can define what an ethical code is, its purpose, and how it guides professional behavior. Students can explain how an ethical code should reflect the core values and principles of the relevant profession or field. |  | X | X |
| LO 6 | Students can explain that a good ethical code should be written with easy-to-understand, clear, and precise language. Students can discuss how an ethical code should be consistent with the core professional values of the related profession or field and how these values should be reflected. |  | X | X |
| LO 7 | Students can explain how to determine the subject of an ethical code by identifying the core values of the area or profession for which the code is being created. Students can discuss how social and cultural factors should be considered during the creation of an ethical code and how the chosen subject should align with these factors. |  | X | X |
| LO 8 | Students can define what professional ethical codes are and how they provide guidance for professional groups. Students can discuss the essential characteristics of professional ethical codes, such as being clear, understandable, inclusive, and applicable. |  | X | X |
| LO 9 | **Midterm Exam** |  | X | X |
| LO 10 | Students can define why it is necessary to create an ethical code for a specific profession or field in the initial phase of the ethical code creation process and which ethical issues it aims to address. |  | X | X |
| LO 11 | Students can define the purpose and scope of the ethical code and explain which professional group or field it targets. Students can identify the values and principles that will form the foundation of the ethical code and discuss how these values align with practical applications in the profession. |  | X | X |
| LO 12 | Students can learn to create and write example ethical codes. |  | X | X |
| LO 13 | Students can learn to create and write example ethical codes. |  | X | X |
| LO 14 | Students can explain the importance of sharing the written ethical code with members of the profession, healthcare professionals, patients, and other stakeholders. Students can discuss the benefits of conducting surveys, meetings, or interviews to gather feedback after the ethical code has been written. |  | X | X |
| LO 15 | Students can learn to write examples of professional ethical codes, such as medical and nursing ethical codes. |  | X | X |
| LO 16 | Exam |  | X | X |

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| **Instructor of the Course**  **Signature**  **Prof. Dr. Nilüfer Demirsoy** | **History**  **24.04.2025** |

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| **COURSE CODE: 521603314** | | **DEPARTMENT: MEDICAL HISTORY AND ETHICS** | | | |
| **COURSE NAME: VALUES IN MEDICAL ETHICS** | |  | | | |
| **TEACHING THE COURSE**  **STAFF**  **Prof. Dr. Nurdan KRIMLIOGLU** | **COURSE LANGUAGE**  **Turkish: X**  **English: ** | | **Category of the Course** | | |
| Technical | Medical | Other( …… ) |
|  |  | |  | **X** |  |

**COURSE LEVEL**

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| **SCIENTIFIC PREPARATION** | **DEGREE** | **DOCTORATE** | **SPECIALIZED FIELD COURSE** |
| **** | **** | **X** | **** |

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| **SEMESTER** | **WEEKLY CLASS HOURS** | | | **YOUR COURSE** | | | |
| **Theoretical** | **APPLICATION** | **Lab** | **Credit** | **ECTS** | **TYPE** | |
| Spring ****  Fall **X** | 3 |  |  | 3 | 7.5 | MANDATORY ELECTIVE  ** X** | |
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| **EVALUATION CRITERIA** | | | | | | | |
| **SEMESTER ACTIVITIES** | | | **Type of activity** | | | **Number** | **Percentage (%)** |
| Midterm Exam | | | **1** | **60** |
| Quiz | | |  |  |
| Homework | | |  |  |
| Project | | |  |  |
| Oral examination | | |  |  |
| Other ( ……… ) | | |  |  |
| **Final Exam** | | | | **40** |
| **PREREQUISITE(S)** | | |  | | | | |
| **SHORT COURSE CONTENT** | | | Since individuals’ thoughts guide their behaviors, knowing the values they adopt and value is important in terms of understanding and making sense of behaviors. There is a specific purpose for individuals’ thoughts to be reflected in their behaviors. Individuals’ behaviors can be evaluated according to the targeted goal and the value they base on to achieve the goal can be determined. As a being who creates meanings and values, humans live in a world of meanings and values. Therefore, they look at both themselves and others from within these meanings and values. Values are variable and exhibit different meanings and importance under different conditions. As a result, different classification schemes are formed for different types of values. Every decision, action and preference of a person is already based on a value. The limitations imposed by morality and law in social life also aim to protect values. The relationship between humans and values and the problems that arise in this context are very diverse. Being an ethical subject brings with it the responsibility to fulfill ethical obligations towards beings with whom one has an ethical relationship. If the ethical subject acts in a way that protects the honor of the people with whom he/she has an ethical relationship, with the awareness that the people are an end (without seeing the person as a means), then he/she has truly performed a “good, right” action. In this context, health professionals need to know the basic principles that will guide them to action in order to perform “good”, “right” actions and they need to act according to these principles. Ignorance, inexperience and lack of awareness can lead to mistakes and wrong evaluations. This situation can cause the result of an action started with good intentions to develop in a negative/undesirable direction. Knowing, experiencing and being aware minimizes such mistakes . Ethical relationships emerge in every relationship an individual establishes with another individual/individuals or other entities. In this context, health professionals are constantly in an ethical relationship with healthy/sick individuals, their relatives and other health professionals. The fact that ethical relationships have different dimensions with different groups causes ethical problems and dilemmas to increase.  Healthcare professionals’ awareness of the professional and individual values that guide their behaviors makes it easier for them to understand the attitudes shaped by the feelings, values, and beliefs of those they encounter, and enables them to make decisions that are in the best interest of the patient, even if they do not comply with their own individual values, thus increasing the reliability of healthcare services. The future of medicine depends on the values of society and the profession, as well as on technology. When scientific and technological developments are compatible with the sociocultural structure and implemented with ethical concerns and sensitivity, they can provide people with happier and healthier living opportunities. | | | | |
| **COURSE AIMS** | | | to reveal the importance of the concepts of ethics and values in health, to contribute to the increase of ethical awareness and sensitivity among health professionals, with the awareness that human life is the highest value that must be protected and that this value cannot be abandoned under any circumstances . | | | | |
| **COURSE CONTRBUTION TO THE PROFESSIONAL EDUCATION OBJECTIVES** | | | Ability to provide perspective on the concept of ethics and value, to explain the value system with examples, to relate what has been learned to the field of application and to develop the ability to conduct case analysis. | | | | |
| **LEARNING OUTCOMES OF THE COURSE** | | | The student explains the fundamental values in medical ethics, discusses how these values are integrated into medical practices, and develops solutions by evaluating ethical dilemmas encountered within the framework of medical ethics | | | | |
| **TEXTBOOK** | | | [Ioanna Kucuradi](http://www.kitapyurdu.com/yazar/ioanna-kucuradi/11312.html) . Human and Values. [Turkish Philosophy Association Publications](http://www.kitapyurdu.com/yayinevi/turkiye-felsefe-kurumu-yayinlari/375.html) .2003  [Ioanna Kucuradi](http://www.kitapyurdu.com/yazar/ioanna-kucuradi/11312.html) . Ethics. [Turkish Philosophy Association Publications](http://www.kitapyurdu.com/yayinevi/turkiye-felsefe-kurumu-yayinlari/375.html) .2002  [Ioanna Kucuradi](http://www.kitapyurdu.com/yazar/ioanna-kucuradi/11312.html) **. Nietzsche and Man.** [Turkish Philosophy Association Publications](http://www.kitapyurdu.com/yayinevi/turkiye-felsefe-kurumu-yayinlari/375.html) .2002  Nevzat Tarhan. Values, Psychology and Human. Timaş Publications.2016  James A. Marcum.An Introduction Philosophy of medicine , Humanizing Modern Medicine.2008 | | | | |
| **OTHER REFERENCES** | | | [Ioanna Kucuradi](http://www.kitapyurdu.com/yazar/ioanna-kucuradi/11312.html) . Human and Values. [Turkish Philosophy Association Publications](http://www.kitapyurdu.com/yayinevi/turkiye-felsefe-kurumu-yayinlari/375.html) .2003  [Ioanna Kucuradi](http://www.kitapyurdu.com/yazar/ioanna-kucuradi/11312.html) . Ethics. [Turkish Philosophy Association Publications](http://www.kitapyurdu.com/yayinevi/turkiye-felsefe-kurumu-yayinlari/375.html) .2002  [Ioanna Kucuradi](http://www.kitapyurdu.com/yazar/ioanna-kucuradi/11312.html) **. Nietzsche and Man.** [Turkish Philosophy Association Publications](http://www.kitapyurdu.com/yayinevi/turkiye-felsefe-kurumu-yayinlari/375.html) .2002  Nevzat Tarhan. Values, Psychology and Human. Timaş Publications.2016  James A. Marcum.An Introduction Philosophy of medicine , Humanizing Modern Medicine.2008 | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | |  | | | | |

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|  | **WEEKLY PLAN OF THE COURSE** | |
| **WEEK** | **HISTORY** | **TOPICS COVERED** |
| 1 |  | Ethics, morality, value, norm, virtue concepts, their contents, associations and differences |
| 2 |  | Classification of values, their properties and functions |
| 3 |  | Conditions for values to be effective and the problem of change |
| 4 |  | The relationship between value and social norms and rules |
| 5 |  | The process of formation of values in the individual |
| 6 |  | The relationship between values and individuals' attitudes and behaviors |
| 7 |  | Value, subject, object relationship, human value and human dignity |
| 8 |  | **Midterm Exam** |
| 9 |  | Fact-value relationship |
| 10 |  | Ethical values; ethical person, ethical relationship values |
| 11 |  | Professional ethics and professional values |
| 12 |  | Ethical values in health practices |
| 13 |  | Ethical sensitivity and ethical awareness towards value issues in health practices |
| 14 |  | Value issues in health practices |
| 15 |  | Steps to be taken to solve value problems in health practices |
| 16 |  | **Final exam** |

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| **CONTRIBUTION OF COURSE LEARNING OUTCOMES TO PROGRAM LEARNING OUTCOMES** | | **Contribution Level** | | |
| **NO** | **LESSON OUTCOMES** | **1**  **Little** | **2**  **Middle** | **3**  **High** |
| LO 1 | They can recognize and understand the concepts of ethics, morality, value, norm, and virtue, their contents, similarities, and differences. |  | X | X |
| LO 2 | They can gain knowledge about the classification of values, their characteristics and functions, and make classifications. |  | X | X |
| LO 3 | They can gain knowledge about the conditions for values to be effective and the problem of change, and ensure effectiveness. |  | X | X |
| LO 4 | They can recognize the relationship between value and social norms and rules and make distinctions. |  | X | X |
| LO 5 | They can recognize the process of value formation in individuals and learn its stages. |  | X | X |
| LO 6 | They can recognize the relationship between values and individuals’ attitudes and behaviors, and give specific examples of these behaviors. |  | X | X |
| LO 7 | They can define value and subject, comprehend their relation to the object, and gain knowledge about human value and human dignity. |  | X | X |
| LO 8 | Midterm Exam |  | X | X |
| LO 9 | They can define what a fact is, define what a value is, and comprehend their relationship. |  | X | X |
| LO 10 | They can identify what ethical values are; recognize what an ethical person is and what ethical relationship values are, and evaluate their interrelations. |  | X | X |
| LO 11 | They can recognize professional ethical values and professional values, and learn how to reflect them in professional experiences. |  | X | X |
| LO 12 | They can list ethical values in health practices and comprehend everything necessary for their application. |  | X | X |
| LO 13 | They can comprehend what ethical sensitivity towards value problems in health practices is, what ethically sensitive behaviors are, and how ethical awareness can be used. |  | X | X |
| LO 14 | They can recognize the value problems in health practices and what can be done to solve them. |  | X | X |
| LO 15 | They can recognize the steps to be taken to solve value problems in health practices. |  | X | X |
| LO 16 | Final Exam |  | X | X |

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| **Instructor of the Course**  **Signature**  **Prof. Dr. Nurdan KRIMLIOGLU** | **History**  **05.05.2017** |

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| **COURSE CODE:** | **521604301** | | **DEPARTMENT: MEDICAL HISTORY AND ETHICS** | | | |
| **COURSE NAME:** | **MORALS AND LAW ACCORDING TO THE UTILITARIIST THEORY** | | | | | |
| **TEACHING THE COURSE**  **STAFF**  **Doç. Dr. Hülya Öztürk Karataş** | | **COURSE LANGUAGE**  **Turkish: X**  **English: ** | | **Category of the Course** | | |
| Technical | Medical | Other( …… ) |
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**COURSE LEVEL**

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| **SCIENTIFIC PREPARATION** | **DEGREE** | **DOCTORATE** | **SPECIALIZED FIELD COURSE** |
| **** | **** | **X** | **** |

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| **SEMESTER** | **WEEKLY CLASS HOURS** | | | **YOUR COURSE** | | | |
| **Theoretical** | **APPLICATION** | **Lab** | **Credit** | **ECTS** | **TYPE** | |
| Spring **X**  Autumn **** | 3 |  |  | 3 | 7.5 | MANDATORY ELECTIVE  ** X** | |
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| **EVALUATION CRITERIA** | | | | | | | |
| **SEMESTER ACTIVITIES** | | | **Type of activity** | | | **Number** | **Percentage (%)** |
| Midterm Exam | | | **1** | **40** |
| Quiz | | |  |  |
| Homework | | |  |  |
| Project | | |  |  |
| Oral examination | | |  |  |
| Other ( ……… ) | | |  |  |
| **Final Exam** | | | | **60** |
| **PREREQUISITE(S)** | | |  | | | | |
| **SHORT COURSE CONTENT** | | | Based on the basic idea of being useful in medical practices, the utilitarian moral teachings after the Renaissance and their reflection on law. | | | | |
| **COURSE AIMS** | | | To have knowledge about the utilitarian approach in Medical Ethics . | | | | |
| **COURSE CONTRBUTION TO THE PROFESSIONAL EDUCATION OBJECTIVES** | | | relation to utilitarian theory and to be able to evaluate moral theories with a critical perspective . | | | | |
| **LEARNING OUTCOMES OF THE COURSE** | | | The student explains the fundamental principles of utilitarian theory, discusses its impact on moral and legal decisions, and evaluates methods for solving ethical and legal problems using a utilitarian approach." | | | | |
| **TEXTBOOK** | | | Adnan Gürüz, “Morality and Law According to Utilitarian Theory”, Ankara Law Faculty Publications, 1963 | | | | |
| **OTHER REFERENCES** | | | 1- Adnan Gürüz, “Morality and Law According to Utilitarian Theory”, Ankara Law Faculty Publications, 1963  2-David Lyons , “Moral Aspects of Legal Theory , Cambridge Univ . Press,1993 | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | |  | | | | |

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|  | **WEEKLY PLAN OF THE COURSE** | |
| **WEEK** | **HISTORY** | **TOPICS COVERED** |
| 1 |  | Eudamonist Moral Doctrine and Its Early Representatives |
| 2 |  | Utilitarians in ancient Greece |
| 3 |  | English utilitarianism |
| 4 |  | European utilitarians |
| 5 |  | The Renaissance and the utilitarian view |
| 6 |  | F.Bacon , T.Hobbes Utilitarian views |
| 7 |  | J. Locke , D. Huma utilitarian views |
| 8 |  | J.Bentham and the teachings of utilitarianism |
| 9 |  | J.Bentham's theory of law |
| 10 |  | JS Mill and his pragmatisms |
| 11 |  | JS Mill's Theories of Morality and Law |
| 12 |  | Concepts of justice/benefit |
| 13 |  | Benefit and justice in terms of medicine/law |
| 14 |  | Mill and Bentham's Moral Theories |
| 15 |  | Enlightenment philosophy and utilitarian ethics |
| 16 |  | Ethical problem solutions with examples |

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| **CONTRIBUTION OF COURSE LEARNING OUTCOMES TO PROGRAM LEARNING OUTCOMES** | | **Contribution Level** | | |
| **NO** | **LESSON OUTCOMES** | **1**  **Little** | **2**  **Middle** | **3**  **High** |
| LO 1 | They explain the fundamental concepts and principles of the eudaimonist moral doctrine. They recognize the first representatives of eudaimonism and compare their views. They analyze the historical context of the eudaimonist understanding of morality and relate it to contemporary ethics. |  | X | X |
| LO 2 | They explain the fundamental principles of utilitarian thought in Ancient Greece. They compare the ethical understanding of Ancient Greek utilitarians with other moral doctrines. They evaluate the effects of utilitarian thought in Ancient Greece and its reflections on later philosophers. |  | X | X |
| LO 3 | They explain the basic principles of English utilitarianism and its philosophical background. They compare the utilitarian understandings of Jeremy Bentham and John Stuart Mill. They evaluate the influence of English utilitarianism on modern ethical theories. |  | X | X |
| LO 4 | They explain the core intellectual structure and main representatives of continental European utilitarianism. They compare the similarities and differences between continental European utilitarians and English utilitarians. They evaluate the impact of continental European utilitarianism on ethics and political philosophy. |  | X | X |
| LO 5 | They explain the development and fundamental principles of utilitarian thought during the Renaissance. They evaluate the relationship between Renaissance thinkers and utilitarianism. They analyze the impact of utilitarianism on ethics, politics, and economics during the Renaissance. |  | X | X |
| LO 6 | They explain the utilitarian understandings of Francis Bacon and Thomas Hobbes. They compare the utilitarian thoughts of Bacon and Hobbes, evaluating their similarities and differences. They analyze the impact of their utilitarian views on modern ethics and political philosophy. |  | X | X |
| LO 7 | They explain the utilitarian-related thoughts of John Locke and David Hume. They analyze the differences between Locke’s natural rights theory and Hume’s utilitarian moral understanding. They evaluate the influence of Locke and Hume on modern ethics and political theories from a utilitarian perspective. |  | X | X |
| LO 8 | They explain Jeremy Bentham’s understanding of utilitarianism and its main principles. They discuss Bentham’s “principle of the greatest happiness” and his concept of the “hedonic calculus.” They evaluate the influence of Bentham’s utilitarian doctrine on modern ethical and political understandings. |  | X | X |
| LO 9 | They explain the basic principles of Jeremy Bentham’s legal theory. They discuss Bentham’s “principle of utility in law” and his legal views. They evaluate the influence of Bentham’s legal theory on modern legal philosophy. |  | X | X |
| LO 10 | They explain John Stuart Mill’s understanding of utilitarianism and its key concepts. They discuss Mill’s views on “qualitative pleasures” and “freedom.” They evaluate the impact of Mill’s utilitarian doctrine on ethical, political, and educational theories. |  | X | X |
| LO 11 | They explain the fundamental principles of John Stuart Mill’s moral theory. They discuss the concepts of freedom, justice, and utility in Mill’s legal theory. They evaluate the influence of Mill’s moral and legal theories on modern ethical and legal understandings. |  | X | X |
| LO 12 | They define the concepts of justice and utility and explain their relationship. They discuss the conflicts between justice and utility and various philosophical perspectives on these conflicts. They evaluate the place of justice and utility in ethical theories and their applications in modern society. |  | X | X |
| LO 13 | They define and compare the concepts of utility and justice in the fields of medicine and law. They discuss the balance between justice and utility in medical ethics and law. They analyze the situations where justice and utility conflict in medicine and law and propose solutions. |  | X | X |
| LO 14 | They explain the main criticisms of the moral theories of John Stuart Mill and Jeremy Bentham. They discuss the strengths and weaknesses of Mill and Bentham’s utilitarian views. They conduct a comparative critique of Mill and Bentham’s moral theories with contemporary ethical understandings. |  | X | X |
| LO 15 | They explain the fundamental principles of Enlightenment philosophy and its relation to utilitarian morality. They evaluate how the moral ideas of the Enlightenment period influenced the utilitarian understanding of morality. They discuss the criticisms of Enlightenment philosophy towards utilitarian moral understanding. |  | X | X |
| LO 16 | Final Exam |  | X | X |

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| **Instructor of the Course**  **Signature**  **Doç. Dr. Hülya Öztürk Karataş** | **History**  **24.04.2025** |

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| **COURSE CODE:** **521604302** | | **DEPARTMENT: MEDICAL HISTORY AND ETHICS** | | |
| **COURSE NAME: CIVIL LAW AND ETHICS** | | | | |
| **TEACHING THE COURSE**  **STAFF**  **Dr. Lecturer . Neval OKAN** | **COURSE LANGUAGE**  **Turkish: X**  **English: ** | **Category of the Course** | | |
| Technical | Medical | Other( …… ) |
|  |  |  | X |  |

**COURSE LEVEL**

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| **SCIENTIFIC PREPARATION** | **DEGREE** | **DOCTORATE** | **SPECIALIZED FIELD COURSE** |
| **** | **** | **X** | **** |

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| **SEMESTER** | **WEEKLY CLASS HOURS** | | | **YOUR COURSE** | | | |
| **Theoretical** | **APPLICATION** | **Lab** | **Credit** | **ECTS** | **TYPE** | |
| Spring **X**  Autumn **** | 3 |  |  | 3 | 7.5 | MANDATORY ELECTIVE  ** X** | |
|  | | | | | | | |
| **EVALUATION CRITERIA** | | | | | | | |
| **SEMESTER ACTIVITIES** | | | **Type of activity** | | | **Number** | **Percentage (%)** |
| Midterm Exam | | | **1** | **40** |
| Quiz | | |  |  |
| Homework | | |  |  |
| Project | | |  |  |
| Oral examination | | |  |  |
| Other ( ……… ) | | |  |  |
| **Final Exam** | | | | **60** |
| **PREREQUISITE(S)** | | |  | | | | |
| **SHORT COURSE CONTENT** | | | Civil law and its concepts, personal rights, personal law, family law and its basic concepts, marriage union and its general provisions, adoption , examination of custody issues. | | | | |
| **COURSE AIMS** | | | To gain general information about the content of civil law and to learn the concepts, to have knowledge about personal and family law. | | | | |
| **COURSE CONTRBUTION TO THE PROFESSIONAL EDUCATION OBJECTIVES** | | | To fully comprehend the course content and put the concepts into practice. | | | | |
| **LEARNING OUTCOMES OF THE COURSE** | | | *T*he student explains the fundamental principles of civil law, discusses how these principles are related to ethical values, and develops approaches to resolve ethical issues related to civil law." | | | | |
| **TEXTBOOK** | | | Ai Naim İnan. Ankara University, Faculty of Law , Sözkesen Press, Ankara 2005. | | | | |
| **OTHER REFERENCES** | | |  | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | |  | | | | |

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|  | **WEEKLY PLAN OF THE COURSE** | |
| **WEEK** | **HISTORY** | **TOPICS COVERED** |
| 1 |  | Introduction and initial provisions, the concept of law |
| 2 |  | Law in general, civil law, basic concepts of civil law |
| 3 |  | Fundamental principles regarding rights, personal law, real persons, capacity, some legal situations that determine the relationship of a person with his/her immediate and distant environment. |
| 4 |  | Termination of real personality, legal entities, associations, foundations |
| 5 |  | Personality Right |
| 6 |  | Family law |
| 7 |  | Basic concepts of family law |
| 8 |  | Midterm Exam |
| 9 |  | Engagement, end of engagement |
| 10 |  | Marriage union, general provisions of marriage |
| 11 |  | Lineage law |
| 12 |  | Invalidation of marriage |
| 13 |  | Divorce and reasons for divorce |
| 14 |  | Marriage and non-marital kinship, adoption |
| 15 |  | Family community, guardianship, trusteeship , custody |
| 16 |  | Final exam |

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| **CONTRIBUTION OF COURSE LEARNING OUTCOMES TO PROGRAM LEARNING OUTCOMES** | | **Contribution Level** | | |
| **NO** | **LESSON OUTCOMES** | **1**  **Little** | **2**  **Middle** | **3**  **High** |
| LO 1 | They explain the role of introductory and preliminary provisions in the legal system. They define the concept of law and discuss its historical development. They evaluate how the concept of law has been shaped in different legal systems and its effects on legal practices. |  | X | X |
| LO 2 | They can individually explain the general concept of law, civil law, and the fundamental concepts of civil law, and establish their interrelations. |  | X | X |
| LO 3 | They can acquire knowledge about the fundamental principles related to rights, the law of persons, natural persons, legal capacity, and some legal situations that determine the relationship of a person with their close and distant surroundings, and explain their interconnections. |  | X | X |
| LO 4 | They have knowledge about the termination of natural personality. They acquire information about legal entities, associations, and foundations, and can explain their modes of establishment. |  | X | X |
| LO 5 | They define the concept of personal rights and explain their place in legal systems. They discuss the ethical and legal aspects of the protection of personal rights. |  | X | X |
| LO 6 | They explain the fundamental concepts and scope of family law. They discuss issues such as marriage, divorce, and custody included in family law. They evaluate the rights and responsibilities of individuals within the scope of family law. |  | X | X |
| LO 7 | They define the fundamental concepts of family law (marriage, divorce, custody, property regime, etc.). They explain the rights and responsibilities of individuals within the scope of family law. |  | X | X |
| LO 8 | Exam |  | X | X |
| LO 9 | They define the concept of engagement and explain its legal validity. They discuss the reasons for the termination of engagement (mutual consent, annulment, death, etc.). They evaluate the rights and responsibilities of the parties in case of termination of engagement. |  | X | X |
| LO 10 | They define marital union and explain the legal conditions of marriage. They discuss the general provisions of marriage (rights and responsibilities of spouses, property regime, etc.). They evaluate the legal procedures applied in the event of the termination of marriage. |  | X | X |
| LO 11 | They define the law of lineage and explain its relationship with family law. They discuss the procedures for establishing lineage (birth, adoption) and for the denial of lineage. |  | X | X |
| LO 12 | They explain the reasons for annulment of marriage (irregularities in marriage, lack of consent, etc.). They discuss the legal consequences of an annulled marriage and the rights of the parties. They evaluate the legal remedies and procedures that can be applied for the annulment of a marriage. |  | X | X |
| LO 13 | They can explain the concept of divorce, discuss the causes and consequences of divorce, and the rights of the parties during the process. |  | X | X |
| LO 14 | They explain the differences between marital and non-marital lineage and discuss the legal consequences of lineage in both cases. They define the adoption process and evaluate the legal effects of adoption. |  | X | X |
| LO 15 | They define the legal meaning of family community and explain its role in intra-family relations. They define the concepts of guardianship, curatorship, and custody, and discuss their legal aspects. They evaluate the impact of guardianship, curatorship, and custody on the rights and responsibilities of individuals. |  | X | X |
| LO 16 | Exam |  | X | X |

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| **Instructor of the Course**  **Signature**  **Dr. Lecturer . Neval OKAN** | **History**  **24.04.2025** |

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| **COURSE CODE:** | **521604303** | | **DEPARTMENT: MEDICAL HISTORY AND ETHICS** | | | |
| **COURSE NAME: ADVANCED PALEOGRAPHY** | | | | | | |
| **TEACHING THE COURSE**  **STAFF**  **Araş.Gör. Dr. Cem Hakan Başaran** | | **COURSE LANGUAGE**  **Turkish: X**  **English: ** | | **Category of the Course** | | |
| Technical | Medical | Other( …… ) |
|  | |  | |  | X |  |

**COURSE LEVEL**

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| **SCIENTIFIC PREPARATION** | **DEGREE** | **DOCTORATE** | **SPECIALIZED FIELD COURSE** |
| **** | **** | **X** | **** |

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| **SEMESTER** | **WEEKLY CLASS HOURS** | | | **YOUR COURSE** | | | |
| **Theoretical** | **APPLICATION** | **Lab** | **Credit** | **ECTS** | **TYPE** | |
| Spring **X**  Autumn **** | 3 |  |  | 3 | 7.5 | MANDATORY ELECTIVE  ** X** | |
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| **EVALUATION CRITERIA** | | | | | | | |
| **SEMESTER ACTIVITIES** | | | **Type of activity** | | | **Number** | **Percentage (%)** |
| Midterm Exam | | | **1** | **40** |
| Quiz | | |  |  |
| Homework | | |  |  |
| Project | | |  |  |
| Oral examination | | |  |  |
| Other ( ……… ) | | |  |  |
| **Final Exam** | | | | **60** |
| **PREREQUISITE(S)** | | |  | | | | |
| **SHORT COURSE CONTENT** | | | To decipher old texts. To teach the different spelling features of Ottoman Turkish ( Rik'a , Nesih etc.) and the rules related to the subject, and to train students in this field by solving sample texts. | | | | |
| **COURSE AIMS** | | | To ensure that students are trained according to the content of the course. | | | | |
| **COURSE CONTRBUTION TO THE PROFESSIONAL EDUCATION OBJECTIVES** | | | Students taking this course will have the opportunity to learn and understand the language of our rich cultural heritage better, access and evaluate information about the field they will be working on, and reach new conclusions. | | | | |
| **LEARNING OUTCOMES OF THE COURSE** | | | The student analyzes historical documents using advanced paleographic methods, identifies various writing styles and scripts, and interprets the writing language in ancient texts to evaluate the historical context of original manuscripts." | | | | |
| **TEXTBOOK** | | | Ali.K.Belviranlı , “Ottoman Turkish”, Marifet Publications , Istanbul . | | | | |
| **OTHER REFERENCES** | | | 1- R.Muharrem Ergin,” Ottoman Turkish Lessons”, Istanbul University Literature Fk.Publications .  2- Faruk K. Timurtaş, Ottoman II  3- Ali.K.Belviranlı , “Ottoman Spelling Guide”  4-Osman Şevki, “ Five and a Half Centuries of Turkish Medicine History”  5-Archive documents | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | |  | | | | |

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|  | **WEEKLY PLAN OF THE COURSE** | |
| **WEEK** | **HISTORY** | **TOPICS COVERED** |
| 1 |  | Ottoman and Ottoman paleography |
| 2 |  | Writing features of Ottoman documents |
| 3 |  | General spelling and writing features in Ottoman Turkish |
| 4 |  | Nesih and Rika scripts in Ottoman Turkish |
| 5 |  | Sample texts |
| 6 |  | Words of Arabic origin |
| 7 |  | Persian suffixes |
| 8 |  | Midterm Exam |
| 9 |  | Reading characteristics of documents |
| 10 |  | Numbers |
| 11 |  | Writing of months and days in documents |
| 12 |  | Sample copies from Takvim-i Vakayi |
| 13 |  | Sample texts on Turkish medical history |
| 14 |  | Bezm -i alem valide sultan foundation charter-sample text |
| 15 |  | The Ottoman Empire's Memorandum of Understanding |
| 16 |  | Final |

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| **CONTRIBUTION OF COURSE LEARNING OUTCOMES TO PROGRAM LEARNING OUTCOMES** | | **Contribution Level** | | |
| **NO** | **LESSON OUTCOMES** | **1**  **Little** | **2**  **Middle** | **3**  **High** |
| LO 1 | They explain the historical development and usage areas of Ottoman Turkish. They discuss the fundamental concepts of Ottoman paleography and the methods used in this field. |  | X | X |
| LO 2 | They explain the types of scripts and characteristic features of Ottoman documents. They discuss the historical development of writing techniques used in Ottoman documents. |  | X | X |
| LO 3 | They define and analyze the orthographic features of Arabic letters used in Ottoman Turkish texts. Students explain the use of suffixes and connecting letters in Ottoman Turkish and apply them correctly in written texts. |  | X | X |
| LO 4 | They define and distinguish the visual characteristics of the nesih and rik’a script styles. They explain the usage areas of Ottoman nesih and rik’a scripts and analyze the historical significance of both script types. |  | X | X |
| LO 5 | They can analyze sample texts. |  | X | X |
| LO 6 | They explain the use of Arabic-origin words in Ottoman Turkish and analyze the meanings of these words. They discuss the influence of Arabic-origin words on Turkish and examine their presence in Ottoman texts. |  | X | X |
| LO 7 | They explain the use of Persian-origin suffixes in Ottoman Turkish and analyze their meanings. They discuss the influence of Persian suffixes on Turkish and Ottoman Turkish, and examine their functions in texts. |  | X | X |
| LO 8 | Midterm Exam |  | X | X |
| LO 9 | They define the reading features of Ottoman documents and explain the key rules for correct reading of these features. They analyze the difficulties encountered in reading documents and apply correct reading techniques. |  | X | X |
| LO 10 | They explain the writing of Ottoman numerals and analyze their usage in various texts. They discuss the historical development of Ottoman numerals and examine their place in old Turkish writing systems. |  | X | X |
| LO 11 | They explain the writing of month and day names in Ottoman documents and analyze how these writings changed according to the calendar of the period. They determine the correct spelling rules for the month and day names used in documents and apply them with examples from texts. |  | X | X |
| LO 12 | They can work on sample issues from Takvim-i Vakayi. |  | X | X |
| LO 13 | They can work on sample texts related to the history of Turkish medicine. |  | X | X |
| LO 14 | They can work on the foundation charter of Bezm-i Alem Valide Sultan as a sample text. |  | X | X |
| LO 15 | They can read texts from the Tezkire of the Ottoman Empire. |  | X | X |
| LO 16 | Final Exam |  | X | X |

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| **Instructor of the Course**  **Signature**  **Arş.Gör.Dr.Cem Hakan BAŞARAN** | **History**  **24.04.2025** |

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| **COURSE CODE:** | **521604304** | | **DEPARTMENT: MEDICAL HISTORY AND ETHICS** | | | |
| **COURSE NAME:** | **ETHICS-METAETHICS** | |  | | | |
| **TEACHING THE COURSE**  **STAFF**  **Prof. Dr. Nurdan KRIMLIOGLU** | | **COURSE LANGUAGE**  **Turkish: X**  **English: ** | | **Category of the Course** | | |
| Technical | Medical | Other( …… ) |
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**COURSE LEVEL**

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| **SCIENTIFIC PREPARATION** | **DEGREE** | **DOCTORATE** | **SPECIALIZED FIELD COURSE** |
| **** | **** | **X** | **** |

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| **SEMESTER** | **WEEKLY CLASS HOURS** | | | **YOUR COURSE** | | | |
| **Theoretical** | **APPLICATION** | **Lab** | **Credit** | **ECTS** | **TYPE** | |
| Spring **X**  Autumn **** | 3 |  |  | 3 | 7.5 | MANDATORY ELECTIVE  ** X** | |
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| **EVALUATION CRITERIA** | | | | | | | |
| **SEMESTER ACTIVITIES** | | | **Type of activity** | | | **Number** | **Percentage (%)** |
| Midterm Exam | | | **1** | **40** |
| Quiz | | |  |  |
| Homework | | |  |  |
| Project | | |  |  |
| Oral examination | | |  |  |
| Other ( ……… ) | | |  |  |
| **Final Exam** | | | | **60** |
| **PREREQUISITE(S)** | | |  | | | | |
| **SHORT COURSE CONTENT** | | | ethical aspects of many medical practices (organ transplantation, euthanasia, malpractice , etc.) | | | | |
| **COURSE AIMS** | | | To have knowledge about medical ethics systematics and analytical approaches. | | | | |
| **COURSE CONTRBUTION TO THE PROFESSIONAL EDUCATION OBJECTIVES** | | | To be able to present a correct approach regarding the meaning and method of the fundamental problems of ethics in medical ethics and clinical ethics practices. | | | | |
| **LEARNING OUTCOMES OF THE COURSE** | | | The student explains the differences between ethics and metaethics, defines the fundamental concepts of ethical theories, and critically evaluates ethical decisions through metaethical perspectives, examining the nature and validity of ethical norms. | | | | |
| **TEXTBOOK** | | | Harun Tepe, Ethics - Metaethics , “ Normativeness in 20th Century Ethics “Discussion”, Turkish Philosophy Association, 1992. | | | | |
| **OTHER REFERENCES** | | | 1-Ionna Kuçuradi , “Ethics” Turkish Philosophy Association, 2011.  2- Anna Marie Pieper “Introduction to Ethics” trans.: V.Atayman , G.Sezer , Ayrıntı Publications, Istanbul, 1999 | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | |  | | | | |

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|  | **WEEKLY PLAN OF THE COURSE** | |
| **WEEK** | **HISTORY** | **TOPICS COVERED** |
| 1 |  | Ethical relationship |
| 2 |  | Person/person relationship from an ethical perspective |
| 3 |  | Action ethics relationship |
| 4 |  | Moral philosophy, ethics |
| 5 |  | W.Frankena ethics |
| 6 |  | Normative ethics / deontological theory |
| 7 |  | Moral value theory |
| 8 |  | Duties related to moral obligation |
| 9 |  | Basis for judgments of right, wrong and obligation |
| 10 |  | Moral perspective and diverse opinions |
| 11 |  | The source of the distinction between normative ethics and meta ethics |
| 12 |  | Fundamental problems of normative ethics |
| 13 |  | Fundamental problems of metaethics |
| 14 |  | Meta-ethics as ethics |
| 15 |  | Meta-ethical considerations |
| 16 |  | Final |

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| **CONTRIBUTION OF COURSE LEARNING OUTCOMES TO PROGRAM LEARNING OUTCOMES** | | **Contribution Level** | | |
| **NO** | **LESSON OUTCOMES** | **1**  **Little** | **2**  **Middle** | **3**  **High** |
| LO 1 | They explain the fundamental concepts of ethical relations and discuss the connections between different ethical theories. They analyze how ethical relations function in professional life and medical practice, and apply them with examples. |  | X | X |
| LO 2 | They explain the basic principles of interpersonal ethical relationships and discuss the rights and responsibilities within these relationships. They analyze how ethical principles can be applied in interpersonal relations and evaluate them with examples. |  | X | X |
| LO 3 | They explain the relationship between action and ethics, and analyze the compliance of actions with ethical values. They discuss the boundaries between right and wrong in the ethics-action relationship and examine ethical decision-making processes with examples. |  | X | X |
| LO 4 | They analyze the historical development of the concept of moral philosophy. They discuss how moral philosophy and ethical theories are applied in daily life and professional settings. |  | X | X |
| LO 5 | They explain W. Frankena's understanding of ethics and analyze the fundamental principles of his ethical theories. They discuss how Frankena’s ethical approach can be applied to contemporary ethical issues and evaluate it with examples. |  | X | X |
| LO 6 | They explain the basic principles of normative ethics and deontological theory and discuss their roles in the ethical decision-making process. They analyze the application areas of deontological theory and examine how this approach affects modern ethical issues. |  | X | X |
| LO 7 | They explain the theory of moral values and analyze the effects of moral values on individuals and society. They discuss the relationship between the theory of moral values and different ethical theories and examine how the theory is applied in practice. |  | X | X |
| LO 8 | They explain the fundamental principles of moral obligations and discuss the relationship of these obligations with individual and societal responsibilities. They analyze how duties related to moral obligations are shaped in ethical theories and evaluate them with practical examples. |  | X | X |
| LO 9 | They explain the justification of judgments of right, wrong, and obligation, and discuss their place within ethical theories. They analyze the logical foundations of judgments of right, wrong, and obligation and evaluate how these judgments are applied in practice with examples. |  | X | X |
| LO 10 | They explain the fundamental features of the moral point of view and discuss how different ethical perspectives shape this point of view. They analyze the impact of moral perspectives and various ethical views on social life and evaluate them through comparison. |  | X | X |
| LO 11 | They explain the fundamental source of the distinction between normative ethics and meta-ethics and discuss their place in ethical theories. They analyze the differences between normative ethics and meta-ethics and evaluate their contributions to ethical philosophy with examples. |  | X | X |
| LO 12 | They explain the main issues of normative ethics and discuss their importance in ethical theories. They analyze solutions proposed for the core problems of normative ethics and evaluate the practical implications of these problems. |  | X | X |
| LO 13 | They explain the main issues of meta-ethics and discuss their significance in ethical theories. They analyze proposed solutions to the key problems of meta-ethics and evaluate the practical reflections of these issues. |  | X | X |
| LO 14 | They explain the fundamental concepts of meta-ethics and discuss the differences between it and normative ethics. They analyze the role of meta-ethical approaches in ethical theories and evaluate the effects of these theories on moral language and meaning. |  | X | X |
| LO 15 | They explain the main questions of meta-ethical evaluations and analyze debates on the meaning of moral language. They evaluate meta-ethical theories' views on moral reality and objectivity and discuss the impact of these views on ethical practices. |  | X | X |
| LO 16 | Final Exam |  | X | **x** |

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| **Instructor of the Course**  **Signature**  **Prof. Dr. Nurdan KRIMLIOGLU** | **History**  **24.04.2025** |

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| **COURSE CODE:** | **521604305** | | **DEPARTMENT: MEDICAL HISTORY AND ETHICS** | | | |
| **COURSE NAME:** | **HISTORY OF SCIENCE** | |  | | | |
| **TEACHING THE COURSE**  **STAFF**  **Prof. Dr. Nilüfer Demirsoy** | | **COURSE LANGUAGE**  **Turkish: X**  **English: ** | | **Category of the Course** | | |
| Technical | Medical | Other( …… ) |
|  | |  | |  | X |  |

**COURSE LEVEL**

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| **SCIENTIFIC PREPARATION** | **DEGREE** | **DOCTORATE** | **SPECIALIZED FIELD COURSE** |
| **** | **** | **X** | **** |

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| **SEMESTER** | **WEEKLY CLASS HOURS** | | | **YOUR COURSE** | | | |
| **Theoretical** | **APPLICATION** | **Lab** | **Credit** | **ECTS** | **TYPE** | |
| Spring **X**  Autumn **** | 3 |  |  | 3 | 7.5 | MANDATORY ELECTIVE  ** X** | |
|  | | | | | | | |
| **EVALUATION CRITERIA** | | | | | | | |
| **SEMESTER ACTIVITIES** | | | **Type of activity** | | | **Number** | **Percentage (%)** |
| Midterm Exam | | | **1** | **40** |
| Quiz | | |  |  |
| Homework | | |  |  |
| Project | | |  |  |
| Oral examination | | |  |  |
| Other ( ……… ) | | |  |  |
| **Final Exam** | | | | **60** |
| **PREREQUISITE(S)** | | |  | | | | |
| **SHORT COURSE CONTENT** | | | science in medieval Europe and the Islamic world, renaissance science academies, the age of enlightenment, the industrial revolution and science, the nature of science, paradigms and priorities, models proposed by T.Khun and A.Koyre . | | | | |
| **COURSE AIMS** | | | the methods of the history of science, the models proposed by Koyre and Khun . To have knowledge about the path followed by science starting from the first Greek philosophers and the functional interpretation of knowledge. | | | | |
| **COURSE CONTRBUTION TO THE PROFESSIONAL EDUCATION OBJECTIVES** | | | To popularize the scientific way of thinking and to ensure the integration of scientific thought with art and moral values . | | | | |
| **LEARNING OUTCOMES OF THE COURSE** | | | The student explains the main stages of the history of science, discusses scientific revolutions and their social and cultural impacts, and evaluates the significance of scientific discoveries in the historical context by considering the evolution of scientific thought | | | | |
| **TEXTBOOK** | | | Thomas.S.Kuhn ,trans : Nilüfer Kuyas , “The Structure of Scientific Revolutions” Alan Publications  Richard S. Westfall , trans : İ.Hakkı Duru, “The Formation of Modern Science”, Tubitak Publications, Ankara , 8th Edition | | | | |
| **OTHER REFERENCES** | | | 1-Pietro Redondi, trans . Renan Akaman , Zeynep Direk, Tolga Tanyol, “History of Science Articles” İzdüşüm Publications, Istanbul, 2000  2-Cemil Akdoğan, “History of Science” Anadolu University Publications , Eskişehir, 1999  3-Nejat Bozkurt, “History and Philosophy of Science” Sarmal Publishing House, Istanbul , 1998  4-Sevim Tekeli, “History of Science” Doruk Publishing House, Ankara , 1997 | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | |  | | | | |

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|  | **WEEKLY PLAN OF THE COURSE** | |
| **WEEK** | **HISTORY** | **TOPICS COVERED** |
| 1 |  | Science in ancient civilizations, Egypt and Mesopotamia |
| 2 |  | Science in ancient civilizations, Indian , Chinese , Greek |
| 3 |  | Medieval thought |
| 4 |  | Science in the medieval Islamic world |
| 5 |  | The influence of the medieval Islamic world on the West |
| 6 |  | scholastic period. |
| 7 |  | Science in the Renaissance |
| 8 |  | The nature of science - industrial revolution and science |
| 9 |  | Paradigms and science |
| 10 |  | Scientific discoveries and scientific theories |
| 11 |  | The problem of method in the history of science |
| 12 |  | T.Kuhn and the approach to the history of science |
| 13 |  | A.Koyre and approach to the history of science |
| 14 |  | Science academies |
| 15 |  | Contemporary science |
| 16 |  | Selections from the history of science. |

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| **CONTRIBUTION OF COURSE LEARNING OUTCOMES TO PROGRAM LEARNING OUTCOMES** | | **Contribution Level** | | |
| **NO** | **LESSON OUTCOMES** | **1**  **Little** | **2**  **Middle** | **3**  **High** |
| LO 1 | They explain the scientific developments in Ancient Egypt and Mesopotamia and the contributions of these civilizations to the world of science. They discuss the historical significance of disciplines such as astronomy, medicine, and mathematics in Egypt and Mesopotamia. |  | X | X |
| LO 2 | They explain the foundations of scientific thought in Indian, Chinese, and Greek civilizations and their interactions with one another. They discuss the relationship between the philosophical understanding of science in Ancient Greece and the ideas of India and China. |  | X | X |
| LO 3 | They explain the main characteristics of medieval thought and discuss the philosophical and scientific understandings of the period. They analyze the relationship between science and religion in the Middle Ages and evaluate the intellectual framework of the era. |  | X | X |
| LO 4 | They explain the scientific developments in the Islamic world during the Middle Ages and the contributions of scientists of that period. They discuss the role of science, especially in mathematics, astronomy, and medicine, in the Islamic world. |  | X | X |
| LO 5 | They explain the scientific influence of the medieval Islamic world on Western Europe. They discuss how scientific discoveries made in the Islamic world inspired the Renaissance in the West. |  | X | X |
| LO 6 | They explain how scientific thought was shaped during the Scholastic period and discuss the philosophical foundations of the era. They analyze how the Scholastic understanding of science was related to Christianity. |  | X | X |
| LO 7 | They explain the rebirth of science during the Renaissance and the scientific revolutions of the period. They discuss how scientists of the Renaissance transformed philosophical thinking. |  | X | X |
| LO 8 | They explain the impact of the Industrial Revolution on scientific thought and discuss how it contributed to the nature of science. They analyze the role of science in social and economic spheres alongside the Industrial Revolution. |  | X | X |
| LO 9 | They explain what scientific paradigms are and their role in scientific revolutions. They discuss Thomas Kuhn's views on paradigms and analyze the impact of these views on scientific change. |  | X | X |
| LO 10 | They explain the effects of scientific discoveries and theories on the scientific world. They examine theoretical models that discuss the accuracy and validity of scientific discoveries. |  | X | X |
| LO 11 | They explain the problem of method in the history of science and discuss the evolution of the scientific method. They analyze the philosophical foundations of the methods used in scientific research. |  | X | X |
| LO 12 | They explain Thomas Kuhn’s approach to the history of science and his understanding of scientific revolutions. They discuss Kuhn’s views on scientific progress and their place in the philosophy of science. |  | X | X |
| LO 13 | They explain Alexandre Koyré’s understanding of the history of science and how he approached the evolution of scientific thought. They discuss the impact of Koyré’s philosophical and historical perspective on the history of science. |  | X | X |
| LO 14 | They explain the establishment and historical development of scientific academies. They discuss the impact of scientific academies on scientific research and society. |  | X | X |
| LO 15 | They explain the fundamental characteristics of contemporary science and the development of modern scientific thought. They discuss new approaches in contemporary science and interdisciplinary interactions. |  | X | X |
| Lo 16 | They explain important developments in the history of science and their effects on scientific thought. They discuss major discoveries throughout the history of science and their impact on contemporary science. |  | X | X |

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| **Instructor of the Course**  **Signature**  **Prof. Dr. Nilüfer Demirsoy** | **History**  **24.04.2025** |

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| **COURSE CODE:** | **521604306** | | **DEPARTMENT: MEDICAL HISTORY AND ETHICS** | | | |
| **COURSE NAME: HEALTH CARE ETHICS** | | | | | | |
| **TEACHING THE COURSE**  **STAFF**  **Prof. Dr. Nilüfer Demirsoy** | | **COURSE LANGUAGE**  **Turkish: X**  **English: ** | | **Category of the Course** | | |
| Technical | Medical | Other( …… ) |
|  | |  | |  | X |  |

**COURSE LEVEL**

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| **SCIENTIFIC PREPARATION** | **DEGREE** | **DOCTORATE** | **SPECIALIZED FIELD COURSE** |
| **** | **** | **X** | **** |

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| **SEMESTER** | **WEEKLY CLASS HOURS** | | | **YOUR COURSE** | | | |
| **Theoretical** | **APPLICATION** | **Lab** | **Credit** | **ECTS** | **TYPE** | |
| Spring **X**  Autumn **** | 3 |  |  | 3 | 7.5 | MANDATORY ELECTIVE  ** X** | |
|  | | | | | | | |
| **EVALUATION CRITERIA** | | | | | | | |
| **SEMESTER ACTIVITIES** | | | **Type of activity** | | | **Number** | **Percentage (%)** |
| Midterm Exam | | | **1** | **40** |
| Quiz | | |  |  |
| Homework | | |  |  |
| Project | | |  |  |
| Oral examination | | |  |  |
| Other ( ……… ) | | |  |  |
| **Final Exam** | | | | **60** |
| **PREREQUISITE(S)** | | |  | | | | |
| **SHORT COURSE CONTENT** | | | The concept of health care ethics . Creating ethical codes in medical ethics and nursing. Benefits of care ethics. Principles of care ethics. The concept of presenteeism . Ethical dilemmas arising in health care. | | | | |
| **COURSE AIMS** | | | To ensure that students learn the principles of health care and determine their approaches to ethical responsibilities. | | | | |
| **COURSE CONTRBUTION TO THE PROFESSIONAL EDUCATION OBJECTIVES** | | | Strengthening the status of the profession, ensuring freedom in decision-making, anticipating health and disease problems, strengthening dynamism and solidarity within the profession. | | | | |
| **LEARNING OUTCOMES OF THE COURSE** | | | **"The student explains ethical principles in healthcare, identifies ethical issues encountered in patient care, and applies ethical theories and principles to develop solutions for these issues."** | | | | |
| **TEXTBOOK** | | | Corey G, Corey MS, Callahan P. Issues and Ethics in the Helping Professions . Thomson Brooks / Cole.USA.2007 .  Butss J, Rich K. Nursing ethics . Jones and Bartlett Pub . Canada 2005.  Fry S. Ethics in Nursing Practice. Trans. Bağ B. Makanlar Media. Erzurum 2000. | | | | |
| **OTHER REFERENCES** | | | Manson CN, O'Neill . Rethinking Informed Consent . Cambridge Un.Press 2007. | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | |  | | | | |

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|  | **WEEKLY PLAN OF THE COURSE** | |
| **WEEK** | **HISTORY** | **TOPICS COVERED** |
| 1 |  | The concept of health ethics and health care ethics |
| 2 |  | The development of health care ethics |
| 3 |  | Professional ethical codes and practices |
| 4 |  | Health care ethics and benefits |
| 5 |  | Job satisfaction, motivation , consistency, professional solidarity |
| 6 |  | Situations that create ethical dilemmas |
| 7 |  | The most common problems in ethical dilemmas are: 1) Refusal to cooperate 2) Incompetence |
| 8 |  | Midterm Exam |
| 9 |  | The most common problems in ethical dilemmas 3) Telling the truth 4) Hospital rules |
| 10 |  | The most common problems in ethical dilemmas 5)Obtaining patient consent 6)Deciding in the best interest of the patient etc. |
| 11 |  | The concept of presenteeism |
| 12 |  | Approaches to special groups in health care ethics |
| 13 |  | Special groups in health care ethics: Children, women, the elderly |
| 14 |  | Principles of health care ethics: Justice, commitment, autonomy , integrity, etc. |
| 15 |  | Medical instructions, professional secret, team approach in healthcare |
| 16 |  | FINAL |

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| **CONTRIBUTION OF COURSE LEARNING OUTCOMES TO PROGRAM LEARNING OUTCOMES** | | **Contribution Level** | | |
| **NO** | **LESSON OUTCOMES** | **1**  **Little** | **2**  **Middle** | **3**  **High** |
| LO 1 | Defines the concepts of health ethics and health care ethics, and discusses the differences between these two concepts. Explains the relationship between health care ethics and ethical theories, and discusses its importance for health service providers. |  | X | X |
| LO 2 | Explains the historical development of health care ethics and discusses the impact of this development on the modern understanding of health services. Analyzes the social, cultural, and scientific impacts of significant changes in health care ethics. |  | X | X |
| LO 3 | Defines professional ethical codes and explains how health professionals apply these codes. Discusses the ethical responsibilities of health care professionals and the importance of behaving in alignment with professional ethical codes. |  | X | X |
| LO 4 | Explains how health care ethics contributes to the quality of service provided and patient satisfaction. Discusses the overall impact of ethical health care on public health. |  | X | X |
| LO 5 | Defines the concepts of job satisfaction and motivation, and discusses their effects on health care workers. Explains the importance of professional solidarity and consistency in the health care environment. |  | X | X |
| LO 6 | Defines situations that create ethical dilemmas and discusses the challenges faced by health professionals. Explains strategies for dealing with ethical dilemmas and ways to develop a professional approach. |  | X | X |
| LO 7 | Explains ethical problems related to refusal of cooperation and inadequacy, and discusses their impact on health care. Analyzes methods for dealing with such ethical dilemmas and discusses the role of health professionals. |  | X | X |
| LO 8 | Mid Exam |  | X | X |
| LO 9 | Discusses ethical problems related to truth-telling and adherence to hospital rules. Provides solutions on how health professionals should deal with these issues. |  | X | X |
| LO 10 | Explains the ethical challenges related to obtaining patient consent and making decisions for the patient's benefit. Discusses how these situations should be balanced with patient rights and professional responsibilities in ethical dilemmas. |  | X | X |
| LO 11 | Defines the concept of presenteeism and discusses its effects in the health sector. Analyzes the effects of presenteeism on worker health and methods to prevent this situation. |  | X | X |
| LO 12 | Defines approaches to special groups in health care ethics, and discusses the ethical dimensions of these approaches. Develops approaches to solving ethical problems related to special groups such as children, women, and the elderly. |  | X | X |
| LO 13 | Explains ethical issues encountered in health care related to children, women, and the elderly. Discusses the ethical aspects and social needs of health care for these groups. |  | X | X |
| LO 14 | Defines the fundamental principles of health care ethics and explains how these principles are applied in practice. Discusses how basic ethical principles such as justice, fidelity, autonomy, and accuracy work in health care. |  | X | X |
| LO 15 | Discusses ethical problems related to truth-telling and adherence to hospital rules. Provides solutions on how health professionals should deal with these issues. |  | X | X |
| LO 16 | Final |  | X | X |

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| **Instructor of the Course**  **Signature**  **Prof. Dr. Nilüfer Demirsoy** | **History**  **24.04.2025** |

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| **COURSE CODE: 521604307** |  | **DEPARTMENT: MEDICAL HISTORY AND ETHICS** | | |
| **COURSE NAME: GENDER AND HEALTH IN ETHICAL TERMS** | | | | |
| **TEACHING THE COURSE**  **STAFF**  **Prof. Dr. Nurdan KRIMLIOGLU** | **COURSE LANGUAGE**  **Turkish: X**  **English: ** | **Category of the Course** | | |
| Technical | Medical | Other( …… ) |
|  |  |  | X |  |

**COURSE LEVEL**

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| **SCIENTIFIC PREPARATION** | **DEGREE** | **DOCTORATE** | **SPECIALIZED FIELD COURSE** |
| **** | **** | **X** | **** |

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| **SEMESTER** | **WEEKLY CLASS HOURS** | | | **YOUR COURSE** | | | |
| **Theoretical** | **APPLICATION** | **Lab** | **Credit** | **ECTS** | **TYPE** | |
| Spring **X**  Autumn **** | 3 |  |  | 3 | 7.5 | MANDATORY ELECTIVE  ** X** | |
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| **EVALUATION CRITERIA** | | | | | | | |
| **SEMESTER ACTIVITIES** | | | **Type of activity** | | | **Number** | **Percentage (%)** |
| Midterm Exam | | | **1** | **40** |
| Quiz | | |  |  |
| Homework | | |  |  |
| Project | | |  |  |
| Oral examination | | |  |  |
| Other ( ……… ) | | |  |  |
| **Final Exam** | | | | **60** |
| **PREREQUISITE(S)** | | |  | | | | |
| **SHORT COURSE CONTENT** | | | What are the concepts of sex and gender? Feminist ethical theory and gender. Social formation of gender roles . Reflections of the concept of gender on women's and men's health. Gender in the patient-doctor relationship from an ethical perspective . The effect of gender roles on the use of health services. | | | | |
| **COURSE AIMS** | | | The main purpose of the course is to provide basic concepts related to gender as a social construct, to create an identity perception independent of the concept of gender and to create an ethical awareness related to the subject in the field of health. | | | | |
| **COURSE CONTRBUTION TO THE PROFESSIONAL EDUCATION OBJECTIVES** | | | The main objective of the course is to develop gender awareness and to ensure that gender-related health needs can be evaluated ethically. | | | | |
| **LEARNING OUTCOMES OF THE COURSE** | | | The student explains the impact of gender on healthcare, analyzes gender-based health inequalities, and develops ethical solutions to address these inequalities. | | | | |
| **TEXTBOOK** | | | Butler , Judith (1999) Gender problem : Feminism and the Subversion of Identity. New York: Routledge . | | | | |
| **OTHER REFERENCES** | | | 1. Butler , Judith (1999) Gender problem : Feminism and the Subversion of Identity. New York: Routledge . 2. Scott , Joan (2002) Gender: A Useful Category of Historical Analysis. Trans. Aykut Tunç Kılıç, Istanbul: Agora Library 3. Akın, A. (2003). Gender, Health and Women. (HUKSAM). Hacettepe University Women's Problems Research and Application Center, Hacettepe University Publications, Ankara. | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | |  | | | | |

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|  | **WEEKLY PLAN OF THE COURSE** | |
| **WEEK** | **HISTORY** | **TOPICS COVERED** |
| 1 |  | Sex , gender , gender equality equality ), gender equality equity ) concepts |
| 2 |  | of gender and ethical approach to the subject |
| 3 |  | The transformation of biological sex into social gender, the social construction of gender roles |
| 4 |  | Differences caused by gender on attitudes and behavior patterns |
| 5 |  | Feminist ethical theory and gender |
| 6 |  | Sex, gender and health |
| 7 |  | The issue of masculinity, which has an important place in gender studies, and its reflections on health |
| 8 |  | Midterm Exam |
| 9 |  | The place of women in society in the context of gender |
| 10 |  | Why are women important in health services? |
| 11 |  | Reflections of the concept of gender on women's health |
| 12 |  | Gender in the patient-doctor relationship from an ethical perspective |
| 13 |  | The impact of gender roles on health service use |
| 14 |  | Medical ethical dimensions of the concept of gender in medicine |
| 15 |  | Women in the healthcare sector |
| 16 |  | Final |

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| **CONTRIBUTION OF COURSE LEARNING OUTCOMES TO PROGRAM LEARNING OUTCOMES** | | **Contribution Level** | | |
| **NO** | **LESSON OUTCOMES** | **1**  **Little** | **2**  **Middle** | **3**  **High** |
| LO 1 | Defines the concepts of gender, gender identity, gender equality, and equity, and explains the differences between them. Discusses the effects of gender equality and equity on social structures. |  | X | X |
| LO 2 | Defines the concept of gender and explains how we should approach this topic from an ethical perspective. Analyzes the place of gender in ethical discussions and how these discussions influence gender norms in society. |  | X | X |
| LO 3 | Explains how biological sex transforms into gender and how gender roles are constructed. Discusses how gender roles shape individuals' lifestyles. |  | X | X |
| LO 4 | Explains how gender constructs attitudes and behavioral patterns. Discusses how gender leads individuals to different roles and expectations in society. |  | X | X |
| LO 5 | Explains the core ideas of feminist ethical theory regarding gender. Discusses the contributions of feminist ethics to gender equality. |  | X | X |
| LO 6 | Explains the effects of gender and gender identity on health. Discusses how gender identity may create discrimination or inequality in health services. |  | X | X |
| LO 7 | Explains the place of masculinity in gender studies and its impact on health. Discusses how men conform to gender norms and how this relates to health. |  | X | X |
| LO 8 | Mid-Term Exam |  | X | X |
| LO 9 | Explains the position of women in the context of gender and their role in societal structures. Discusses how women's rights and opportunities are shaped by gender in society. |  | X | X |
| LO 10 | Explains the role of women in health services and the importance of this role within the health system. Discusses the impact of studies on women's health within the context of gender. |  | X | X |
| LO 11 | Explains the effects of gender on women's health and discusses its implications for health services. Analyzes the need for a gender-based approach to women's health. |  | X | X |
| LO 12 | Explains the ethical dimensions of gender in the doctor-patient relationship. Discusses how gender shapes the power dynamics in the doctor-patient relationship. |  | X | X |
| LO 13 | Explains the effects of gender roles on access to health services. Discusses how men and women access health services differently and how this affects health outcomes. |  | X | X |
| LO 14 | Explains the importance of gender in medical ethics. Discusses how gender is incorporated into medical ethics rules and its relationship with gender. |  | X | X |
| LO 15 | Explains the role of women in the health sector and the inequalities within this sector. Discusses the gender-based challenges faced by female health professionals and analyzes their impact on health services. |  | X | X |
| Lo 16 | Final |  | X | X |

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| **Instructor of the Course**  **Signature**  **Prof. Dr. Nurdan KRIMLIOGLU** | **History**  **24.04.2025** |

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| **COURSE CODE:** **521604308** |  | **DEPARTMENT: MEDICAL HISTORY AND ETHICS** | | |
| **COURSE NAME: PRIMARY HEALTH CARE AND ETHICS** | | | | |
| **TEACHING THE COURSE**  **STAFF**  **Prof. Dr. Nurdan Kırımlıoğlu** | **COURSE LANGUAGE**  **Turkish: X**  **English: ** | **Category of the Course** | | |
| Technical | Medical | Other( …… ) |
|  |  |  | X |  |

**COURSE LEVEL**

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| **SCIENTIFIC PREPARATION** | **DEGREE** | **DOCTORATE** | **SPECIALIZED FIELD COURSE** |
| **** | **** | **X** | **** |

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| **SEMESTER** | **WEEKLY CLASS HOURS** | | | **YOUR COURSE** | | | |
| **Theoretical** | **APPLICATION** | **Lab** | **Credit** | **ECTS** | **TYPE** | |
| Spring **X**  Autumn **** | 3 |  |  | 3 | 7.5 | MANDATORY ELECTIVE  **** **X** | |
|  | | | | | | | |
| **EVALUATION CRITERIA** | | | | | | | |
| **SEMESTER ACTIVITIES** | | | **Type of activity** | | | **Number** | **Percentage (%)** |
| Midterm Exam | | | **1** | **50** |
| Quiz | | |  |  |
| Homework | | |  |  |
| Project | | |  |  |
| Oral examination | | |  |  |
| Other ( ……… ) | | |  |  |
| **Final Exam** | | | | **50** |
| **PREREQUISITE(S)** | | |  | | | | |
| **SHORT COURSE CONTENT** | | | What are primary health care services? The importance of family medicine in these services. The responsibilities and rights of health professionals and patients. The relationships between health professionals and patients in primary health care services. Ethical dilemmas encountered during service and their solutions. Quality and patient satisfaction in primary health care services. | | | | |
| **COURSE AIMS** | | | 1. Law, ethics and philosophy in the provision of primary health care services   To understand the unity of health services and to be able to evaluate them ethically. | | | | |
| **COURSE CONTRBUTION TO THE PROFESSIONAL EDUCATION OBJECTIVES** | | | To know the rights and obligations of health professionals and patients and to use them while providing health services in their fields of application. To be able to identify ethical dilemmas encountered in 1st level health services and to propose solutions. | | | | |
| **LEARNING OUTCOMES OF THE COURSE** | | | "The student explains the fundamental principles of primary healthcare, identifies ethical issues encountered in these services, and develops ethical solutions within the context of primary healthcare." | | | | |
| **TEXTBOOK** | | | Besim Ateş. Health Services Management. Beta Publishing House, Istanbul 2013. | | | | |
| **OTHER REFERENCES** | | | 1- Communication in Family Medicine. Editors: İlhami Ünlüoğlu, Ayşegül Yıldırım Kaptanoğlu, Cahit Özer. Turkish Family Medicine Foundation, Istanbul, 2013.  2- Family Health Center Management Editors: İlhami Ünlüoğlu, Ayşegül Yıldırım Kaptanoğlu, Cahit Özer. Akademi Publishing House, İstanbul, 2012.  3- Holistic Approach to Elderly Health for Family Physicians. Editor: Serap Çifçili . Deomed Publishing, Istanbul 2011. | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | |  | | | | |

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|  | **WEEKLY PLAN OF THE COURSE** | |
| **WEEK** | **HISTORY** | **TOPICS COVERED** |
| 1 |  | Health policies in Turkey |
| 2 |  | Health services in Turkey and the Health Services Fundamental Law |
| 3 |  | 1st Level Health Services and 1st Level Health Services Regulation |
| 4 |  | Family medicine as the first point of contact in health services |
| 5 |  | Ethical concepts in primary health care |
| 6 |  | Patient autonomy, information and informed consent in primary health care services |
| 7 |  | Ethical and legal responsibilities and obligations of healthcare professionals serving at the first level |
| 8 |  | MIDTERM EXAM |
| 9 |  | Rights and obligations of patients in primary health care services |
| 10 |  | Relationship between health professionals and patients in primary health care services |
| 11 |  | Communication and collaboration between primary health care professionals |
| 12 |  | Ethical dilemmas and solutions encountered in primary health care |
| 13 |  | Home care services and ethics at Level 1 |
| 14 |  | 1. Application procedures and principles of home care services at the first stage |
| 15 |  | Quality and patient satisfaction in primary health care services |
| 16 |  | FINAL |

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| **CONTRIBUTION OF COURSE LEARNING OUTCOMES TO PROGRAM LEARNING OUTCOMES** | | **Contribution Level** | | |
| **NO** | **LESSON OUTCOMES** | **1**  **Little** | **2**  **Middle** | **3**  **High** |
| LO 1 | Explains health policies in Turkey. |  | X | X |
| LO 2 | Gains information about healthcare services and the Basic Health Services Act in Turkey. |  | X | X |
| LO 3 | Comprehends primary healthcare services and the Primary Healthcare Services Regulation. |  | X | X |
| LO 4 | Understands the role of family medicine as the first point of contact in healthcare services. |  | X | X |
| LO 5 | Gains information about ethical concepts in primary healthcare services. |  | X | X |
| LO 6 | Gains information about the importance and application of patient autonomy, informed consent, and the principle of enlightenment in primary healthcare services. |  | X | X |
| LO 7 | Can define the ethical and legal responsibilities and obligations of healthcare workers providing services at the primary level. |  | X | X |
| LO 8 |  |  | X | X |
| LO 9 | Mid-Term Exam |  | X | X |
| LO 10 | Defines the rights and obligations of patients in primary healthcare services. |  | X | X |
| LO 11 | Gains information about the relationship between healthcare professionals and patients in primary healthcare services. |  | X | X |
| LO 12 | Gains information about communication and cooperation among healthcare professionals at the primary level. |  | X | X |
| LO 13 | Identifies ethical dilemmas encountered in primary healthcare services and can find solutions. |  | X | X |
| LO 14 | Gains information about the relationship between home care services and ethics in primary healthcare services. |  | X | X |
| LO 15 | Final |  | X | X |

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| **Instructor of the Course**  **Signature**  **Prof. Dr. Nurdan Kırımlıoğlu** | **History**  **24.04.2025** |

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| **COURSE CODE:** | **521604309** | | **DEPARTMENT: MEDICAL HISTORY AND ETHICS** | | | |
| **COURSE NAME: ETHICS AND LITERATURE** | | | | | | |
| **TEACHING THE COURSE**  **STAFF**  **Prof. Dr. Nilüfer Demirsoy** | | **COURSE LANGUAGE**  **Turkish: X**  **English: ** | | **Category of the Course** | | |
| Technical | Medical | Other( …… ) |
|  | |  | |  | **X** |  |

**COURSE LEVEL**

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| **SCIENTIFIC PREPARATION** | **DEGREE** | **DOCTORATE** | **SPECIALIZED FIELD COURSE** |
| **** | **** | **X** | **** |

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| **SEMESTER** | **WEEKLY CLASS HOURS** | | | **YOUR COURSE** | | | |
| **Theoretical** | **APPLICATION** | **Lab** | **Credit** | **ECTS** | **TYPE** | |
| Spring **X**  Autumn **** | 3 |  |  | 3 | 7.5 | MANDATORY ELECTIVE  ** X** | |
|  | | | | | | | |
| **EVALUATION CRITERIA** | | | | | | | |
| **SEMESTER ACTIVITIES** | | | **Type of activity** | | | **Number** | **Percentage (%)** |
| Midterm Exam | | | **1** | **50** |
| Quiz | | |  |  |
| Homework | | |  |  |
| Project | | |  |  |
| Oral examination | | |  |  |
| Other ( ……… ) | | |  |  |
| **Final Exam** | | | | **50** |
| **PREREQUISITE(S)** | | |  | | | | |
| **SHORT COURSE CONTENT** | | | Looking at the subject of ethics through literary works, Based on foreign and domestic works that deal with the subject of ethics, such as Socrates' Apology, A. Huxley's Brave New World, F. Fukuyama's Our Posthuman Future, M. Sandel's Justice, M. Foucault's The Birth of the Clinic, K. Tahir's The Wives' Ward, etc. , Free thinking and philosophizing , human rights and dignity, Genetic revolution, extending human life, combating hereditary diseases, Evaluation of medical discourse, elaboration of patient rights in the clinic , Sexual abuse, justice, fairness, reviewing the moral status of allowing stem cell research.  . | | | | |
| **COURSE AIMS** | | | To provide a detailed understanding of medical ethics problem sets by evaluating literary texts from an ethical perspective .  ethics is considered in a philosophical sense: One of the most fundamental purposes of ethics is to benefit from the guidance of literary works in reinforcing that actions that emphasize morality are not arbitrary actions.  To examine the way ethics is handled based on the lives and works of the authors.  To express the ethical reflections in new writers and their works thematically. | | | | |
| **COURSE CONTRBUTION TO THE PROFESSIONAL EDUCATION OBJECTIVES** | | | through literary works ,  empathy skills to come to the fore, and to provide a detailed understanding of basic principles and approaches such as freedom , justice, value, human values, respect for autonomy, autonomy, human rights, personal rights, termination of pregnancy, organ transplantation, genetic research, and interprofessional dialogue. | | | | |
| **LEARNING OUTCOMES OF THE COURSE** | | | **The student explains ethical themes in literary works, discusses the relationship between ethical values and literature, and analyzes ethical dilemmas in literary works to develop solutions."** | | | | |
| **TEXTBOOK** | | |  | | | | |
| **OTHER REFERENCES** | | | Apology of Socrates, A. Huxley : Brave New World  F.Fukuyama : Our Posthuman Future, M.Sandel : Justice , M.Foucault : The Birth of the Clinic, Kemal Tahir: The Women's Ward  M. Ridley : The Origins of Virtue, D.le Breton ; Farewell to the Body, G. Orwell, 1984. | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | |  | | | | |

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|  | **WEEKLY PLAN OF THE COURSE** | |
| **WEEK** | **HISTORY** | **TOPICS COVERED** |
| 1 |  | of Socrates . Socrates is considered as the founder of moral philosophy . thinking,human virtues |
| 2 |  | of Socrates . Socrates is considered as the founder of moral philosophy . thinking,human virtues |
| 3 |  | F.Fukuyama's His work Our Posthuman Future  The problems encountered today, when the genetic revolution is advancing at a dizzying pace, are more philosophical than technical. How does he view genetic research, biotechnology, and future policies aimed at extending human life and preventing hereditary diseases ? |
| 4 |  | F.Fukuyama's His work Our Posthuman Future  The problems encountered today, when the genetic revolution is advancing at a dizzying pace, are more philosophical than technical. How does he view genetic research, biotechnology, and future policies aimed at extending human life and preventing hereditary diseases ? |
| 5 |  | M. Sandel's work Justice ; How should justice , fairness concepts, approaches to justice, owning ourselves or not, the human body, health-related contracts be examined in some medical practices? Abortion, the moral status of stem cell research, organ sales,positive discrimination reviews |
| 6 |  | M. Sandel's work Justice ; How should justice , fairness concepts, approaches to justice, owning ourselves or not, the human body, health-related contracts be examined in some medical practices? Abortion, the moral status of stem cell research, organ sales,positive discrimination reviews |
| 7 |  | M. Sandel's work Justice ; How should justice , fairness concepts, approaches to justice, owning ourselves or not, the human body, health-related contracts be examined in some medical practices? Abortion, the moral status of stem cell research, organ sales,positive discrimination reviews |
| 8 |  | Midterm Exam |
| 9 |  | D.le The point that the human body has reached today, based on Breton's work Farewell to the Body, The historical process that has reached from humanism to dehumanization in medical practices. Owning a body, transsexualism , body stigmas, body art, medically assisted reproduction, extracorporeal pregnancy. |
| 10 |  | D.le The point that the human body has reached today, based on Breton's work Farewell to the Body, The historical process that has reached from humanism to dehumanization in medical practices. Owning a body, transsexualism , body stigmas, body art,medically assisted reproduction,extracorporeal pregnancy |
| 11 |  | D.le The point that the human body has reached today, based on Breton's work Farewell to the Body, The historical process that has reached from humanism to dehumanization in medical practices. Owning a body, transsexualism , body stigmas, body art,medically assisted reproduction,extracorporeal pregnancy |
| 12 |  | Scientific research and social order. Within the framework of a philosophical utopian tradition. Sample text: F. Bacon's New Atlantis |
| 13 |  | S.Harris's work called Geography of Morality . Science, Scientific research and the study of human values. The future of science, thinking about a new system of morality and values. |
| 14 |  | S.Harris's work called Geography of Morality . Science, Scientific research and the study of human values. The future of science, thinking about a new system of morality and values. |
| 15 |  | Homework presentations |
| 16 |  | Final exam |

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| **CONTRIBUTION OF COURSE LEARNING OUTCOMES TO PROGRAM LEARNING OUTCOMES** | | **Contribution Level** | | |
| **NO** | **LESSON OUTCOMES** | **1**  **Little** | **2**  **Middle** | **3**  **High** |
| LO 1 | Socrates' Defense**Socrates' Defense** Socrates is examined as the founder of moral philosophy, offering insights into free thinking and human virtues. This work helps gain an understanding of the development of ethical thought and human virtue. |  | X | X |
| LO 2 | **Socrates' DefenseSocrates' Defense Socrates is examined as the founder of moral philosophy, offering insights into free thinking and human virtues. This work helps gain an understanding of the development of ethical thought and human virtue.** |  | X | X |
| LO 3 | **F. Fukuyama's "Our Posthuman Future" In today's rapidly advancing genetic revolution, the issues encountered are more philosophical than technical. It addresses questions such as how genetic research aimed at extending human lifespan and preventing hereditary diseases, biotechnology, and future policies are viewed. One can gain insight into these topics and comprehend them better.** |  | X | X |
| LO 4 | **F. Fukuyama's "Our Posthuman Future"** In today's rapidly advancing genetic revolution, the issues encountered are more philosophical than technical. It addresses questions such as how genetic research aimed at extending human lifespan and preventing hereditary diseases, biotechnology, and future policies are viewed. One can gain insight into these topics and comprehend them better. |  | X | X |
| LO 5 | **Michael Sandel's *Justice*** Based on Michael Sandel's *Justice*, this work delves into the concepts of justice and fairness, examining different approaches to justice, the issue of self-ownership, and how medical practices should be analyzed in the context of human body contracts and health-related issues. Topics like abortion, the moral status of stem cell research, organ sales, and positive discrimination are explored in depth. |  | X | X |
| LO 6 | **Michael Sandel's *Justice*** Based on Michael Sandel's *Justice*, this work delves into the concepts of justice and fairness, examining different approaches to justice, the issue of self-ownership, and how medical practices should be analyzed in the context of human body contracts and health-related issues. Topics like abortion, the moral status of stem cell research, organ sales, and positive discrimination are explored in depth. |  | X | X |
| LO 7 | **Michael Sandel's *Justice*** Based on Michael Sandel's *Justice*, this work delves into the concepts of justice and fairness, examining different approaches to justice, the issue of self-ownership, and how medical practices should be analyzed in the context of human body contracts and health-related issues. Topics like abortion, the moral status of stem cell research, organ sales, and positive discrimination are explored in depth. |  | X | X |
| LO 8 | Exam |  | X | X |
| LO 9 | **D. le Breton's "Farewell to the Body"** Based on D. le Breton's work *Farewell to the Body*, one can understand the current state of the human body, the historical process that has led from humanism to dehumanization in medical practices, and the concepts of body ownership, transsexualism, body stigmas, body art, assisted reproduction, and ectopic pregnancy. It allows one to recognize these concepts and understand the relationships between them. |  | X | X |
| LO 10 | **D. le Breton's "Farewell to the Body"** Based on D. le Breton's work *Farewell to the Body*, one can understand the current state of the human body, the historical process that has led from humanism to dehumanization in medical practices, and the concepts of body ownership, transsexualism, body stigmas, body art, assisted reproduction, and ectopic pregnancy. It allows one to recognize these concepts and understand the relationships between them. |  | X | X |
| LO 11 | **D. le Breton's "Farewell to the Body"** Based on D. le Breton's work *Farewell to the Body*, one can understand the current state of the human body, the historical process that has led from humanism to dehumanization in medical practices, and the concepts of body ownership, transsexualism, body stigmas, body art, assisted reproduction, and ectopic pregnancy. It allows one to recognize these concepts and understand the relationships between them. |  | X | X |
| LO 12 | **Scientific Research and Social Order** Within the framework of a philosophical utopia tradition, one can evaluate F. Bacon’s *New Atlantis* in terms of values and social order. |  | X | X |
| LO 13 | **S. Harris' "The Geography of Morality"** S. Harris' work *The Geography of Morality* explores science, scientific research, and the examination of human values. It also contemplates the future of science and the development of a new ethics and value system. |  | X | X |
| LO 14 | **S. Harris' "The Geography of Morality"** S. Harris' work *The Geography of Morality* explores science, scientific research, and the examination of human values. It also contemplates the future of science and the development of a new ethics and value system. |  | X | X |

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| **Instructor of the Course**  **Signature**  **Prof.Dr. Nilüfer Demirsoy** | **History**  24.04.2025 |

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| **COURSE CODE: 521604310** |  | **DEPARTMENT: MEDICAL HISTORY AND ETHICS** | | |
| **COURSE NAME: CULTURE AND MEDICINE** |  |  | | |
| **TEACHING THE COURSE**  **STAFF** | **COURSE LANGUAGE**  **Turkish: X**  **English: ** | **Category of the Course** | | |
| Technical | Medical | Other( …… ) |
| **Prof. Dr. Nilüfer Demirsoy** |  |  | **X** |  |

**COURSE LEVEL**

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| **SCIENTIFIC PREPARATION** | **DEGREE** | **DOCTORATE** | **SPECIALIZED FIELD COURSE** |
| **** | **** | **X** | **** |

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| **SEMESTER** | **WEEKLY CLASS HOURS** | | | **YOUR COURSE** | | | |
| **Theoretical** | **APPLICATION** | **Lab** | **Credit** | **ECTS** | **TYPE** | |
| Spring **X**  Autumn **** | 3 |  |  | 3 | 7.5 | MANDATORY ELECTIVE  ** X** | |
|  | | | | | | | |
| **EVALUATION CRITERIA** | | | | | | | |
| **SEMESTER ACTIVITIES** | | | **Type of activity** | | | **Number** | **Percentage (%)** |
| Midterm Exam | | | **1** | **60** |
| Quiz | | |  |  |
| Homework | | |  |  |
| Project | | |  |  |
| Oral examination | | |  |  |
| Other ( ……… ) | | |  |  |
| **Final Exam** | | | | **40** |
| **PREREQUISITE(S)** | | |  | | | | |
| **SHORT COURSE CONTENT** | | | Planning and implementing medical care considering the effects on health and disease behaviors is a requirement of both respect for human dignity and the principle that care should be specific to the individual. Individuals should be addressed with their physical, emotional, social and cultural characteristics. Perception of cultural differences and similarities, culture and prejudices; culture and change; cultural values; socio- cultural environmental effects affecting health, effects of traditional practices on health; culture and health beliefs; The concept of culture, world cultures and their characteristics, cultural differences, health belief systems of different cultures; Health and disease culture, concept of culture, world cultures, importance and place of culture in health, cultural behaviors in health, patient relatives and health personnel relationship in different cultures, the experience of a disease according to different cultures.  . | | | | |
| **COURSE AIMS** | | | students learn about intercultural medical approaches and become able to discuss the integration of cultural competence into education and practice in the health field . | | | | |
| **COURSE CONTRBUTION TO THE PROFESSIONAL EDUCATION OBJECTIVES** | | | To be able to define the intercultural approach and gain an intercultural perspective. | | | | |
| **LEARNING OUTCOMES OF THE COURSE** | | | **The student explains the impact of culture on medical practice, compares health perceptions across different cultures, and evaluates the integration of cultural differences into medical practices."** | | | | |
| **TEXTBOOK** | | |  | | | | |
| **OTHER REFERENCES** | | | -Andrews MM, Boyle JS . transcultural Concepts in Nursing Care . Lippincott Williams & Wilkins , 2007.  - Seviğ , Ü .; Tanrıverdi, G.; Intercultural Nursing, 2012, Istanbul Medical Bookstore.  -Leininger M. McFarland​ MR.Transcultural Nursing : Concepts , Theories , Research and Practice . McGraw-Hill Professional, 2002  Giger JN, Davidhizar R E. (2004). transcultural nursing : assessment & intervention , Elsevier Health Sciences .  Purnell L.D. Paulanka BJ. (1998). transcultural health care : a culturally competent approach , F. A. Davis .  Spector R. E. (2000). Cultural diversity in health and illness , Prentice Hall Health .  5.Galanti Back- Ann . (2004). Caring for patients from different cultures , University of Pennsylvania Press . | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | |  | | | | |

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|  | **WEEKLY PLAN OF THE COURSE** | |
| **WEEK** | **HISTORY** | **TOPICS COVERED** |
| 1 |  | Examining the Concept of Culture |
| 2 |  | Cultural Structure and Related Concepts, human and culture, health and disease concepts |
| 3 |  | Factors affecting health and disease; religion, culture and health relationship; migration, culture |
| 4 |  | The Purpose and Historical Development of the Intercultural Approach |
| 5 |  | Cross-Cultural Medical Models and Medical Ethics |
| 6 |  | Intercultural Communication and ethics |
| 7 |  | Cultural Approach and Ethics in Chronic Diseases |
| 8 |  | MIDTERM EXAM |
| 9 |  | Cultural Approaches and Ethics in Child Care |
| 10 |  | Mental Health, Cultural approach and ethics in Psychiatry |
| 11 |  | Intercultural Approach and Ethics in Reproductive Health |
| 12 |  | Cultural Approach and Ethics in the Prenatal and Postnatal Period |
| 13 |  | Intercultural approach and ethics in infertility |
| 14 |  | Culture and Pain |
| 15 |  | Intercultural medicine and ethics |
| 16 |  | Cultural Competence in Medical Practice |

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| **CONTRIBUTION OF COURSE LEARNING OUTCOMES TO PROGRAM LEARNING OUTCOMES** | | **Contribution Level** | | |
| **NO** | **LESSON OUTCOMES** | **1**  **Little** | **2**  **Middle** | **3**  **High** |
| LO 1 | **The Concept of Culture and Its Role in Human Life** Defines the concept of culture and explains its place in human life. Discusses the fundamental concepts related to cultural structure and analyzes the relationship between humans and culture. |  | X | X |
| LO 2 | **The Relationship Between Health, Illness, and Culture** Explains the relationship between health and illness and culture. Discusses the cultural factors that affect health and illness. |  | X | X |
| LO 3 | **The Relationship Between Religion, Culture, and Health** Explains the relationship between religion, culture, and health. Discusses the effects of migration on culture and health. |  | X | X |
| LO 4 | **Intercultural Approach** Explains the purpose of intercultural approach. Provides information on the historical development of the intercultural approach. |  | X | X |
| LO 5 | **Ethical Dimensions of Intercultural Medical Models** Explains the ethical dimensions of intercultural medical models. Discusses the relationship between intercultural medicine and ethics. |  | X | X |
| LO 6 | **Ethical Dimensions of Intercultural Communication** Discusses the ethical dimensions of intercultural communication. Explains how intercultural communication is applied in healthcare services. |  | X | X |
| LO 7 | **Cultural Approach in Treating Chronic Diseases** Discusses the importance of cultural approach in the treatment of chronic diseases. Explains the ethical dimensions of cultural approach in chronic diseases. |  | X | X |
| LO 8 | Exam |  | X | X |
| LO 9 | **Cultural Approaches in Child Care** Discusses the ethical dimensions of cultural approaches in child care. Explains the effects of culture in child care. |  | X | X |
| LO 10 | **Cultural Approaches in Mental Health and Psychiatry** Discusses the ethical dimensions of cultural approaches in mental health and psychiatry. Explains the effects of cultural differences in psychiatric treatment. |  | X | X |
| LO 11 | **Intercultural Approach in Reproductive Health** Discusses the ethical dimensions of intercultural approach in reproductive health. Explains how intercultural approaches to reproductive health are applied in healthcare services. |  | X | X |
| LO 12 | **Cultural Approaches in Prenatal and Postnatal Periods** Discusses the ethical dimensions of cultural approaches in prenatal and postnatal periods. Explains the effects of culture on health during prenatal and postnatal periods. |  | X | X |
| LO 13 | **Intercultural Approach in Infertility Treatment** Discusses the ethical dimensions of intercultural approach in infertility treatment. Explains the role of culture in infertility treatment. |  | X | X |
| LO 14 | **The Effect of Culture on Pain Perception** Discusses the effects of culture on pain perception. Explains the role of cultural factors in pain management. |  | X | X |
| LO 15 | **Ethical Dimensions of Intercultural Medicine** Discusses the ethical dimensions of intercultural medicine. Explains how intercultural medicine is applied in healthcare services. |  | X | X |
| LO 16 | **Cultural Competence in Medical Practices** Explains the importance of cultural competence in medical practices. Discusses the integration of cultural competence into medical services. |  | X | X |

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| **Instructor of the Course**  **Signature**  **Prof.Dr. Nilüfer Demirsoy** | **History**  24.04.2025 |