

Medicine			
Bachelor	TR-NQF-HE: Level 7	QF-EHEA: Second Cycle	EQF-LLL: Level 7

## Course Introduction and Application Information

Course Code:	UNI345		
Course Name:	Cultural Heritage and Sustainability		
Semester:	Spring Fall		
Course Credits:	<div>ECTS</div> <div>5</div>		
Language of instruction:	Turkish		
Course Condition:			
Does the Course Require Work Experience?:	No		
Type of course:	University Elective		
Course Level:	<div>Bachelor</div> <div>TR-NQF-HE:7. Master`s Degree</div> <div>QF-EHEA:Second Cycle</div> <div>EQF-LLL:7. Master`s Degree</div>		
Mode of Delivery:	E-Learning		
Course Coordinator:	Doç. Dr. EMİNE SİBEL HATTAP		
Course Lecturer(s):	Emine Sibel Hattap		
Course Assistants:			

## Course Objective and Content

Course Objectives:	<p>In cultural heritage areas, conservation and sustainable management, current and universal approaches to living the issue of sustainable cultural heritage management by considering it in the context of is to be examined. In the study, first of all, cultural heritage protection / preservation, National and international publications on sustainable conservation management issues</p>
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	Participatory research on sustainable cultural heritage management It was aimed to determine the applicability of the approaches.
Course Content:	<p>Sustainable Cultural Heritage Management, cultural heritage, society and environment</p> <p>The relationship between them is long-term and important not only for today's society but also for the future.</p> <p>It is important to ensure survival for the next generation. Sustainable</p> <p>Why heritage values should be protected in cultural heritage management</p> <p>Social awareness should be created and this awareness should be increased. This</p> <p>One of the important issues in this regard is participatory approaches to conservation.</p> <p>The purpose and value of conservation with a participatory approach in sustainable management</p> <p>not isolating from the society, but bringing the value to the society and integrating it into cultural and social life.</p> <p>to gain a foothold and to contribute to the value of cultural heritage in economic and social development.</p> <p>is to provide. Use of cultural heritage values in participatory approaches,</p> <p>must be culturally and socially sustainable, ensuring the integrity of the heritage value should not affect it negatively and should not be used due to economic concerns.</p> <p>destruction must be prevented.</p>

## Learning Outcomes

The students who have succeeded in this course;

- 1) Creating conservation awareness for the sustainability of our cultural heritage
- 2) Obtaining information about tangible and intangible cultural assets in Turkey and the world
- 3) Learning about traditional architectural works, elements, lifestyle and culture
- 4) Gaining a cultural perspective Realizing our values
- 5) Learning that all cultural assets are world cultural heritage

## Course Flow Plan

Week	Subject	Related Preparation
1)		
1)	What is Cultural Heritage, what are its conservation theories?	
2)	What are the examples of intangible and tangible cultural heritage?	
3)	International institutions working on conservation	
4)	What is World Cultural Heritage? explanation with examples	
5)	Who is Mimar Sinan and what are his works?	

6)	What is a Turkish house, what are its general characteristics, its place in our cultural heritage and its sustainability?	
7)	Carriers of our traditional cultural heritage	
8)	Kültür Mirası ve sürdürülebilirlik örnekleri: Göynük vb Cultural Heritage and sustainability examples: Göynük etc.	
9)	Building elements in our traditional architecture	
10)	intangible cultural heritage	
11)	Immovable cultural heritage and sustainability	
12)	Movable cultural heritage and sustainability	
13)	Project presentation and delivery	
14)	Project presentation and delivery	
15)	Finals week	
16)	Finals week	

## Sources

Course Notes / Textbooks:	Lecturer's notes
References:	<p>AHUNBAY, Z .(1994) ,"Birinci Derece Anıtlarda Değerlendirme ve Restorasyon Sorunları", Arredamento Dekorasyon,7-8, s.87/90.</p> <p>Bursa ve Cumalıkızık-Osmanlı İmparatorluğu'nun Doğuşu Yönetim Planı</p> <p>Çevre ve Orman Bakanlığı, Korunan Alan Planlaması ve Yönetimi, Biyolojik Çeşitlilik ve Doğal Kaynak Yönetimi Projesi Deneyimi, TŞOF Trafik Matbaacılık A.Ş., Ankara, 167 s. 2007.</p>

## Course - Program Learning Outcome Relationship

Course Learning Outcomes	1	2	3	4	5
Program Outcomes					
1) The graduate integrates the knowledge, skills, attitudes, and behaviours acquired from basic and clinical sciences, behavioural sciences, and social sciences in the form of competencies and uses them for the provision of rational, effective, safe health care services in accordance with quality standards in the prevention, diagnosis, treatment, follow-up, and rehabilitation processes, and during the process considers protection of both patient's health and healthcare workers health					

including her/his own.					
<b>Course Learning Outcomes</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
2) The graduate shows a biopsychosocial approach in patient management that considers the sociodemographic and sociocultural background of the individual without discrimination of language, religion, race, and gender.					
3) The graduate prioritizes the protection and development of the health of individuals and society in the provision of health care services.					
4) The graduate, considering the individual, social, public, and environmental factors affecting health; works towards maintaining and improving the state of health.					
5) In the provision of health care services, the graduate considers both the changes in the physical and socioeconomic environment on a regional and global scale that affect health, as well as the changes in the individual characteristics and behaviours of the people who apply to her/him.					
6) The graduate recognizes the characteristics, needs and expectations of the target population and provides health education to healthy/sick individuals and their relatives and other health care workers.					
7) While carrying out her/his profession, the graduate fulfils her/his duties and obligations with determined behaviours to provide high-quality health care within the framework of ethical principles, rights and legal responsibilities and good medical practices, considering the integrity, privacy, and dignity of the patient.					
8) The graduate evaluates and improves her/his own performance in professional practices in terms of emotions, cognitive characteristics, and behaviours.					
9) The graduate physician advocates improving the provision of health services by considering the concepts of social reliability and social commitment to protect and improve public health.					
10) To protect and improve health, the graduate physician can plan and carry out service delivery, training and consultancy processes related to individual and community health in cooperation with all components.					
11) The graduate physician evaluates the impact of health policies and practices on individual and community health indicators and advocates increasing the quality of health services.					
12) The graduate physician attaches importance to protecting and improving her/his own physical, mental, and social health, and does what is necessary for this.					
13) During the provision of health care, the graduate shows exemplary behaviours and leads within the health team.					

14) The graduate uses the resources cost-effectively, in the planning, <b>Course Learning Outcomes</b> implementation, execution, and evaluation processes of the health care services in the health institution she/he manages, for the benefit of the society and in accordance with the legislation.	1	2	3	4	5
15) The graduate communicates positively within the health team with whom she/he provides health care services, being aware of the duties and obligations of other health workers and shows appropriate behaviours to assume different team roles when necessary.					
16) The graduate works harmoniously and effectively with her/his colleagues and other professional groups in her/his professional practice.					
17) The graduate communicates effectively with patients, patient relatives, health care workers and other professional groups, institutions, and organizations, including individuals and groups that require a special approach and have different sociocultural characteristics.					
18) The graduate shows a patient-centred approach in the protection, diagnosis, treatment, follow-up, and rehabilitation processes that involve the patient and patient's caregivers as partners in the decision-making mechanisms.					
19) When necessary, the graduate plans and implements scientific research for the population she/he serves, and uses the results obtained and/or the results of other research for the benefit of the society.					
20) The graduate reaches the current literature information related to her/his profession, evaluates critically, and applies the principles of evidence-based medicine in the clinical decision-making process.					
21) The graduate uses information technologies to improve the effectiveness of her/his work in health care, research, and education.					
22) The graduate effectively manages individual study and learning processes and career development.					
23) The graduate demonstrates the ability to acquire, evaluate, integrate new knowledge with existing knowledge, apply it to professional situations, and adapt to changing conditions throughout professional life.					
24) The graduate chooses the right learning resources to improve the quality of the health care service she/he provides, organizes her/his own learning process.					

### Course - Learning Outcome Relationship

No Effect	1 Lowest	2 Average	3 Highest

	Program Outcomes	Level of Contribution
1)	The graduate integrates the knowledge, skills, attitudes, and behaviours acquired from basic and clinical sciences, behavioural sciences, and social sciences in the form of competencies and uses them for the provision of rational, effective, safe health care services in accordance with quality standards in the prevention, diagnosis, treatment, follow-up, and rehabilitation processes, and during the process considers protection of both patient's health and healthcare workers health including her/his own.	
2)	The graduate shows a biopsychosocial approach in patient management that considers the sociodemographic and sociocultural background of the individual without discrimination of language, religion, race, and gender.	
3)	The graduate prioritizes the protection and development of the health of individuals and society in the provision of health care services.	
4)	The graduate, considering the individual, social, public, and environmental factors affecting health; works towards maintaining and improving the state of health.	
5)	In the provision of health care services, the graduate considers both the changes in the physical and socioeconomic environment on a regional and global scale that affect health, as well as the changes in the individual characteristics and behaviours of the people who apply to her/him.	
6)	The graduate recognizes the characteristics, needs and expectations of the target population and provides health education to healthy/sick individuals and their relatives and other health care workers.	
7)	While carrying out her/his profession, the graduate fulfils her/his duties and obligations with determined behaviours to provide high-quality health care within the framework of ethical principles, rights and legal responsibilities and good medical practices, considering the integrity, privacy, and dignity of the patient.	
8)	The graduate evaluates and improves her/his own performance in professional practices in terms of emotions, cognitive characteristics, and behaviours.	
9)	The graduate physician advocates improving the provision of health services by considering the concepts of social reliability and social commitment to protect and improve public health.	
10)	To protect and improve health, the graduate physician can plan and carry out service delivery, training and consultancy processes related to individual and community health in cooperation with all components.	

11)	The graduate physician evaluates the impact of health policies and practices on individual and community health indicators and advocates increasing the quality of health services.	
12)	The graduate physician attaches importance to protecting and improving her/his own physical, mental, and social health, and does what is necessary for this.	
13)	During the provision of health care, the graduate shows exemplary behaviours and leads within the health team.	
14)	The graduate uses the resources cost-effectively, in the planning, implementation, execution, and evaluation processes of the health care services in the health institution she/he manages, for the benefit of the society and in accordance with the legislation.	
15)	The graduate communicates positively within the health team with whom she/he provides health care services, being aware of the duties and obligations of other health workers and shows appropriate behaviours to assume different team roles when necessary.	
16)	The graduate works harmoniously and effectively with her/his colleagues and other professional groups in her/his professional practice.	
17)	The graduate communicates effectively with patients, patient relatives, health care workers and other professional groups, institutions, and organizations, including individuals and groups that require a special approach and have different sociocultural characteristics.	
18)	The graduate shows a patient-centred approach in the protection, diagnosis, treatment, follow-up, and rehabilitation processes that involve the patient and patient's caregivers as partners in the decision-making mechanisms.	
19)	When necessary, the graduate plans and implements scientific research for the population she/he serves, and uses the results obtained and/or the results of other research for the benefit of the society.	
20)	The graduate reaches the current literature information related to her/his profession, evaluates critically, and applies the principles of evidence-based medicine in the clinical decision-making process.	
21)	The graduate uses information technologies to improve the effectiveness of her/his work in health care, research, and education.	
22)	The graduate effectively manages individual study and learning processes and career development.	
23)	The graduate demonstrates the ability to acquire, evaluate, integrate new knowledge with existing knowledge, apply it to professional situations, and adapt to changing conditions throughout professional life.	

24)	The graduate chooses the right learning resources to improve the quality of the health care service she/he provides, organizes her/his own learning process.	
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### Assessment & Grading

Semester Requirements	Number of Activities	Level of Contribution
Presentation	1	% 50
Project	1	% 50
<b>total</b>		<b>% 100</b>
PERCENTAGE OF SEMESTER WORK		% 100
PERCENTAGE OF FINAL WORK		%
<b>total</b>		<b>% 100</b>

### Workload and ECTS Credit Calculation

Activities	Number of Activities	Workload
Course Hours	14	42
Study Hours Out of Class	14	28
Presentations / Seminar	7	31
Project	6	30
<b>Total Workload</b>		<b>131</b>