

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

Course Introduction and Application Information

Course Code:	TIP095		
Course Name:	Let's Read a Medical Thriller Novel		
Semester:	Fall Spring		
Course Credits:	<div>ECTS</div> <div>2</div>		
Language of instruction:	Turkish		
Course Condition:			
Does the Course Require Work Experience?:	Yes		
Type of course:	Departmental Elective		
Course Level:	<div> <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> </div>		
Mode of Delivery:	E-Learning		
Course Coordinator:	Prof. Dr. FEVZİYE FİGEN KAYMAZ		
Course Lecturer(s):	Prof. Dr. F.Figen KAYMAZ		
Course Assistants:			

Course Objective and Content

Course Objectives:	To provide students with the opportunity to examine and analyze treatment themes through "Foreign Body" by Robin Cook, one of the popular medical fiction writers.
Course Content:	Robin Cook, "Foreign Body," Page Count: 446 Expectations:

- Understanding and evaluating medical topics through the book.
 - Exploration of Robin Cook's influence in the field of medical fiction.
- Introduction to the General Topic:
- Overview of the general theme of the book "Foreign Body."
 - Introduction to medical terminology.
- In this literary work by Robin Cook, "Foreign Body," consisting of 446 pages, the primary objectives include a comprehensive understanding and critical assessment of medical themes depicted in the narrative. Furthermore, the exploration of Robin Cook's impact on the realm of medical fiction is a focal point.
- The general theme introduction encompasses a brief overview of the central narrative in "Foreign Body" and an initiation into the realm of medical terminology. This dual emphasis aims to equip students with both a contextual understanding of the storyline and a foundational grasp of medical terminology.
- As students delve into the 446 pages of this work, they are anticipated to engage deeply with the medical intricacies presented by Robin Cook, thereby enhancing their comprehension of the intersection between fiction and medical discourse.

Learning Outcomes

The students who have succeeded in this course;

- 1) 1. Medical Fiction Literature Knowledge: • Understanding of medical fiction literature and introduction to Robin Cook's works.
- 2) 2. Medical Terminology Proficiency: • Ability to understand and use medical terms presented in the book.
- 3) 3. Character Analysis and Development: • Analyzing and tracking the character development of key characters in the book.
- 4) 4. Understanding of Medical Themes: • Ability to comprehend and evaluate medical themes presented in the book.
- 5) 5. Critical Thinking and Analysis Skills: • Ability to critically evaluate and discuss scenarios presented in the book.
- 6) 6. Research Skills: • Conducting research on medical topics related to the book and utilizing findings.
- 7) 7. Communication Within a Community: • Active participation in group discussions and effective expression of opinions.
- 8) 8. Original Perspectives and Context Building: • Developing original perspectives by connecting acquired knowledge to personal medical insights.
- 9) 9. Critical and Ethical Thinking: • Evaluating medical events in the book with a critical and ethical perspective.

Course Flow Plan

Week	Subject	Related Preparation
1)	-Author and book promotion -Determination of presentation topics	Foreign Body, Robin Cook

related to her/his profession, evaluates critically, and applies the principles of evidence-based medicine in the clinical decision-making process.	1	2	3	4	5	6	7	8	9
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.	2	2	2	2	2	2	2	2	2

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
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.	1
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.	2
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.	1
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.	2

Assessment & Grading

Semester Requirements	Number of Activities	Level of Contribution
Attendance	14	% 10
Presentation	1	% 40
Final	1	% 50
total		% 100
PERCENTAGE OF SEMESTER WORK		% 50
PERCENTAGE OF FINAL WORK		% 50
total		% 100

Workload and ECTS Credit Calculation

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Activities	Number of Activities	Workload
Course Hours	12	24
Presentations / Seminar	12	24
Final	1	2
Total Workload		50