

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

## Course Introduction and Application Information

Course Code:	UNI033		
Course Name:	International Organizations		
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> <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:	Face to face		
Course Coordinator:	Prof. Dr. YUSUF ERBAY		
Course Lecturer(s):			
Course Assistants:			

## Course Objective and Content

--	--

Course Objectives:	The aim of the lesson for each student; The number of international organizations that are among the most active and indispensable members of the world system is increasing rapidly. The aim of the course is to explain the reasons for the need for international organizations; the emergence and historical development of these organizations; its types, functioning and organs; their legal structures and powers; the roles they play and the functions they fulfill in global politics; It aims to explain their relations and interactions with states.
Course Content:	Starting from the 19th century, international organizations started to take place in the international system as well as states. Global and regional international organizations, established with the aim of eliminating the disasters caused by the two world wars and the negativities they caused, added a new dimension to international relations.

## Learning Outcomes

The students who have succeeded in this course;

- 1) Drawing the historical process and theoretical framework of international organizations and dealing with their general structures and functions.
- 2) Examination of international organizations such as the United Nations, European Union, Council of Europe and NATO, which play an important role in the resolution of international and regional conflicts today.
- 3) Providing students to make preliminary studies and prepare presentations on the topics to be covered in the course in order to improve their research, analysis and presentation skills.
- 4) Ensuring that the teaching method of the course gains an interactive feature that includes mutual discussions with the participation of the students.

## Course Flow Plan

Week	Subject	Related Preparation
1)	Introduction	
2)	The past of international organizations and their role in today's world.	
3)	Definitions, evaluations and approaches about international organizations.	
4)	Globalization, the concept of global governance and the elements and actors of global governance.	
5)	Types of international organizations.	
6)	Universal international organizations: League of Nations	
7)	Universal international organizations: United Nations	
8)	Regional international organizations, 1: Territoriality and the European Union; the path from the economic community to political integration.	

9)	Regional international organizations, 2: Council of Europe, framework of democracy and human rights;	
10)	NATO is the defense mechanism of western countries.	
11)	International organizations under the umbrella of the UN: WHO, ILO, UNCTAD, IMF, GATT, UNESCO, FAO.	
12)	Other International Organizations: OECD, OSCE, NAFTA, OPEC, OIC, OUA and ASEAN	
13)	The place of non-governmental organizations in the international system as non-governmental international organizations.	
14)	General evaluation	
15)	Final	

## Sources

Course Notes / Textbooks:	<p>A.LeRoy Bennett ve James K. Oliver (2002), International Organizations, Principles and Issues, Seventh Edition, Pearson Education, New Jersey.</p> <p>Margaret P. Karns and Karen A. Mingst, International Organizations, The Politics and Process of Global Governance, Boulder, Lynne Rienner, 2010.</p> <p>Şaban Çalış, Birol Akgün ve Önder Kutlu (der.) (2006), Uluslararası Örgütler ve Türkiye, Çizgi Yayınları, Konya.</p> <p>Mehmet Hasgüler ve Mehmet B. Uludağ (2012), Uluslararası Örgütler, Tarihçe-Organlar-Belgeler-Politikalar, 5.Basım, Alfa, İstanbul.</p> <p>Cengiz Başak (2010), Uluslararası Örgütler, Seçkin Yayıncılık, Ankara.</p>
References:	<p>Uluslararası Örgütlerin Kuruluş Anlaşmaları</p> <p>Uluslararası Örgütlerin İnternet Siteleri</p>

## Course - Program Learning Outcome Relationship

Course Learning Outcomes	1	2	3	4
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.				
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. <b>Course Learning Outcomes</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
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.	1	2	3	4
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.	

## Assessment & Grading

Semester Requirements	Number of Activities	Level of Contribution
-----------------------	----------------------	-----------------------

Homework Assignments	1	% 40
Final	1	% 60
<b>total</b>		<b>% 100</b>
PERCENTAGE OF SEMESTER WORK		% 40
PERCENTAGE OF FINAL WORK		% 60
<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	15	35
Midterms	3	21
Final	3	21
<b>Total Workload</b>		<b>119</b>