

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

## Course Introduction and Application Information

Course Code:	TIP517						
Course Name:	Plastic Reconstructive and Aesthetic Surgery						
Semester:	Spring						
Course Credits:	<div>ECTS</div> <div>3</div>						
Language of instruction:	Turkish						
Course Condition:							
Does the Course Require Work Experience?:	Yes						
Type of course:	Compulsory Courses						
Course Level:	<table> <tr> <td>Bachelor</td><td>TR-NQF-HE:7. Master`s Degree</td><td>QF- EHEA:Second Cycle</td><td>EQF-LLL:7. Master`s Degree</td></tr> </table>			Bachelor	TR-NQF-HE:7. Master`s Degree	QF- EHEA:Second Cycle	EQF-LLL:7. Master`s Degree
Bachelor	TR-NQF-HE:7. Master`s Degree	QF- EHEA:Second Cycle	EQF-LLL:7. Master`s Degree				
Mode of Delivery:	Face to face						
Course Coordinator:	Doç. Dr. SÜREYYA BOZKURT						
Course Lecturer(s):	Prof. Dr. Yakup Çil, Prof. Dr. İbrahim Canter, Dr. Öğr. Üyesi Mehmet Emre Yeğin, Dr. Öğr. Üyesi Aslı Datlı, Dr. Öğr. Üyesi Majid İsmayilzada						
Course Assistants:							

## Course Objective and Content

Course Objectives:	<p>It is aimed that students gain the following knowledge and skills at the end of the course / internship:</p> <p>To be able to follow emergency hand injury, stitching, burn, wound care approach and dressing in adult and pediatric patients, To know first-level protective methods to prevent pressure sores, and repair techniques after formation, To be able to apply basic surgical sutures in the emergency</p>
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	department under supervision, To learn operating room rules, To learn the basic approach to reconstructive surgery, To know the pre-diagnosis and diagnosis techniques of skin cancers, and To gain knowledge and skills to provide diagnosis and treatment services at the primary care level.
Course Content:	In the field of Plastic Reconstructive and Aesthetic Surgery, in a way to cover the learning objectives specified in the Core Education Program; It covers that approach to burns and wounds in adult and pediatric patients, approach to pressure sores, skin graft, reconstruction with flap and stem cell, repair after breast cancer, approach to emergency hand injuries and upper extremity injuries, surgical approach to skin cancers and rhinoplasty the determination and follow-up of modalities according to the algorithm. Theoretical courses include local surgery applications, stem cell applications, experience of the stem cell center, bedside assessment and application of basic surgical sutures in the operating room, case presentations, dressing, polyclinic visit, video and model-assisted suturing.

## Learning Outcomes

The students who have succeeded in this course;

- 1) Can integrate the necessary knowledge, skills, attitudes, and behaviors from basic and clinical sciences, behavioral sciences, and social sciences to develop competencies in clinical decision-making and the management of patients and diseases for both common and rare but potentially life-threatening or urgent clinical conditions. This includes explaining the basic approach to burns and wounds of various etiologies, their diagnosis and treatment methods, and splinting techniques; describing suturing, dressing, and follow-up processes; outlining operating room protocols and the basic approach to reconstructive surgery; explaining the preliminary diagnosis and differential diagnosis of skin cancers, biopsy techniques, and steps for sterile preparation for surgeries; and describing basic reconstructive methods, such as repair with grafts and flaps, as well as explaining the importance of post-mastectomy reconstruction methods.
- 2) Can explain the mechanisms underlying the development of clinical conditions, symptoms, and signs.
- 3) Can perform basic medical practices, including basic surgical suturing techniques, wound dressing and follow-up, and repair techniques following pressure ulcers.
- 4) Can take a general and problem-focused medical history.
- 5) Can perform a general and problem-focused physical examination.
- 6) Can explain the process of maintaining patient records, reporting diseases, and notifying relevant authorities.
- 7) Can discuss the approach to selecting laboratory and imaging investigations, apply those that can be performed in a primary healthcare setting, describe the method for requesting those to be conducted at external institutions or secondary care facilities, interpret the results, and discuss differential or definitive diagnoses along with initial treatment approaches.
- 8) Can discuss the management of health status.
- 9) Can list screenings based on requirements.
- 10) Can discuss the differential diagnosis of clinical conditions requiring secondary healthcare and describe the referral criteria.
- 11) Can discuss preventive healthcare practices, including primary care-level preventive methods to avoid the development of pressure ulcers.
- 12) Can demonstrate awareness of the principles necessary for a professional and ethical approach in healthcare processes, including the legal responsibilities of the physician.

- 13) Can explain evidence-based medical practices in the care of individual patients
- 14) Demonstrates independent study and learning competencies.

### Course Flow Plan

Week	Subject	Related Preparation
1)	Theoretical Lectures: Internship Presentation Cleft lip and cleft palate Pressure Sores Breast Reconstruction Aesthetic and Functional Rhinoplasty Burn Reconstruction Basic Principles of Tissue Transfer, Grafts and Flaps Skin Injuries and Wound Healing Hand Surgery Emergencies Hand Surgery Principles Practical Training: Policlinic Operation Service	There is no preparation-course material.
2)	Theoretical Lectures: Stem Cell Therapy and Application Areas Skin Cancers Exam Practical Training: Policlinic Operation Service	There is no preparation-course material.

### Sources

Course Notes / Textbooks:	Dersin kaynak kitabı bulunmamaktadır. The course does not have a mandatory resource.
References:	<p>Dersin konuları ile ilgili güncel makaleler ve ders slaytları./Articles mentioned in the course related with topics and lecture slides.</p> <p>Temel Kaynaklar/Basic Sources:</p> <ol style="list-style-type: none"> <li>1. Grabb and Smith's Plastic Surgery</li> <li>2. Plastik Cerrahide Temel İlkeler Prof. Dr. Zekeriya Tosun</li> <li>3. Plastic Surgery Secrets</li> </ol>

### Course - Program Learning Outcome Relationship

Course Learning Outcomes	1	2	3	4	5	6	7	8	9	10	11	12	13	14
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,	3	3	2	3	3	3	3	3	3	2	3	3		

effective, safe health care <b>Course Learning Outcomes</b> Services in accordance with	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	<b>13</b>	<b>14</b>
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.	2	2	2	2	2	1	2	3	2	2	2	2		
3) The graduate prioritizes the protection and development of the health of individuals and society in the provision of health care services.	3	3	3	2	3	3	3	3	3	3	3	3		
4) The graduate, considering the individual, social, public, and environmental factors affecting health; works towards maintaining and improving the state of health.	3	3	3	3	3	3	3	3	3	3	3	2		
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.	2	2	2					2	2	1	2	1		
6) The graduate recognizes the	3	3	3	3	2	3	2	2	2					

characteristics, needs and <b>Course Learning Outcomes</b> expectations of the target	1	2	3	4	5	6	7	8	9	10	11	12	13	14
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.	3	3	3	1	1	2		3	2	1				
8) The graduate evaluates and improves her/his own performance in professional practices in terms of emotions, cognitive characteristics, and behaviours.	2	2						2	2	2				
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.	2	2						3	3	2				
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.	2						1	3	1	2	2	2		
11) The graduate physician evaluates the impact of health	2	2						3	3	3	3	3		

<p>policies and practices on individual and community health</p> <p><b>Course Learning Outcomes</b></p> <p>indicators and advocates increasing the quality of health services.</p>	1	2	3	4	5	6	7	8	9	10	11	12	13	14
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.	2	2						3	1	1	1	1		
13) During the provision of health care, the graduate shows exemplary behaviours and leads within the health team.	2	2						2	2	2	2	2		
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.	3	3						3	3	3	3	3		
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.	2	2						3	3	3	3	3		
16) The graduate works harmoniously and effectively with her/his colleagues and other professional groups in her/his professional practice.	2	2						2	2	2	2	2		
17) The graduate	2	2						1	1	2	2	2		

[illegible]

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.	2 1	2 2	3	4	5	6	7	8	9	10	11	3 12	3 13	3 14
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											3	3	3

### 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.	3
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.	2
3)	The graduate prioritizes the protection and development of the health of individuals and society in the provision of health care services.	3
4)	The graduate, considering the individual, social, public, and environmental factors affecting health; works towards maintaining and improving the state of health.	2
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.	3
6)	The graduate recognizes the characteristics, needs and expectations of the target	2



	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.	3
8)	The graduate evaluates and improves her/his own performance in professional practices in terms of emotions, cognitive characteristics, and behaviours.	3
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.	3
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.	3
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.	2
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.	2
13)	During the provision of health care, the graduate shows exemplary behaviours and leads within the health team.	2
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.	3
16)	The graduate works harmoniously and effectively with her/his colleagues and other professional groups in her/his professional practice.	3
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.	3
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.	3

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.	2
21)	The graduate uses information technologies to improve the effectiveness of her/his work in health care, research, and education.	3
22)	The graduate effectively manages individual study and learning processes and career development.	3
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.	2
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.	3

### Assessment & Grading

Semester Requirements	Number of Activities	Level of Contribution
Final	1	% 65
Final Sözlü	1	% 35
<b>total</b>		<b>% 100</b>
PERCENTAGE OF SEMESTER WORK		% 35
PERCENTAGE OF FINAL WORK		% 65
<b>total</b>		<b>% 100</b>

### Workload and ECTS Credit Calculation

Activities	Number of Activities	Workload
Course Hours	2	12
Application	2	12
Special Course Internship (Work Placement)	2	24
Presentations / Seminar	2	16

Final	1	8
Total Workload		72