

MED 5017 – Plastic Surgery

Course Name	Code	Semester	Type of course	Theory (hours)	Work in Group (hours)	ECTS
Plastic Surgery	MED 5017	IX	Elective	15	26	3
Faculty, the educational program and education level	Faculty of Medicine, one-cycle Educational Program “Medicine”					
Author (s)	<p>Orhan Babuccu –Assistant Professor, Medical Doctor Mob.tel.: 0532 4620721; E- mail: orhan.babuccu@bahcesehir.edu.tr</p> <p>Murad Tsintsadze -Invited teacher Mobile Phone: 599 00 64 26; E-mail: tsintsadze.murat@yahoo.com Consulting day and time - individually</p>					
Educational course format	Lecture, work in group					
Educational course loading	<p>Total: 90 h Contact hours: 45 h, among them:</p> <ol style="list-style-type: none"> 1. Lecture – 15 h 2. Team work – 26 h 3. Midterms - 2 h 4. Final exam -2 h <p>Independent work – 45 h</p>					
Prerequisites	MED 4004					
The purpose (s) of tutorial course/modules	The course aims to teach students the Plastic, Reconstructive and Aesthetic Medicine (PRAS) major issues, as well as to give the maximum information about PRAS range of patients and staff, to teach the correct diagnosis and therapeutic tactics compiling PRAS- related accidents.					
Teaching methods	<p>Lecture is of interactive nature, oral method of transferring. Writing working method, which implies recording of the key issues and drawing up the abstracts.</p> <p>Practical lessons (supervision) - is a form of practical work, where the first part is devoted to the expression of student activity, verbal examination of the theoretical material, the second part is devoted to patient consultation, taking patient’s history, physical examination, drawing up diagnosis and treatment plan, disease, pathological condition or defect review.</p> <p>For mastering the course and getting deep and thorough knowledge is used following methods:</p> <ul style="list-style-type: none"> • Explanatory method – is based on the discussion of a given issue. Lecturer while explaining the material cites a specific example, the detailed analysis of what is happening within the framework of this example. • Discussion / Debate – is a common methods of interactive teaching. The process greatly increases the quality of students' engagement and activity. This process is not limited only to 					

	<p>the questions posed by the lecturer. This method develops students' discussion and substantiating their own ideas.</p> <ul style="list-style-type: none"> • Problem-based learning - learning method, which uses the problem as an initial stage of the process of acquiring new knowledge and integration. • Collaborative learning - a teaching strategy, where each member of the group not only studies, but also are obliged to help his teammates for better understanding the subject. Each team member is working on the problem, until all of them master the given issue. • Accident analysis - Lecturer with students at the lecture discusses concrete cases, who thoroughly study the issue. • Brainstorm - This method involves a specific topic within a specific issue / problem for the promoting of development and expression as possible radically different, the thought, and the idea. This method helps in developing a creative approach to the problem. This method is effective in a large group of students and consists of the following stages: • Demonstration method - This method means visually performance of the information. It is quite effective in achieving results; in most cases it is better to provide the students with visual material -and audio simultaneously. The learnt material can be provided by faculty professor or lecturer either by student. This method helps us to make the teaching material in different stages of perception, specify what steps can be done by students independently; • Analysis and synthesis. A method of analysis of the material of the learning process helps us to divide a whole, as constituent parts; thus simplifying complex problems within the detailed coverage of various issues. Synthesis method of the inverse process, i.e. forming from separate studies one issue. This method contributes to develop the ability to see the problem as a whole. • Action-oriented teaching - a lecturer and students' active involvement in the learning process, which has a special meaning for practical interpretation of the theoretical material. • Written work method - In the process of teaching students are encouraged to make records of the done work, as well as a situational task solutions in the form of protocols. • Independent work includes practical training, the preparation for the midterm and final exams.
<p>Assessment criteria</p>	<p>Assessment is based on a 100-point system, where to the midterm assessments are given 60 points and 40 points in the final exam. Midterm assessments include the following components:</p> <ul style="list-style-type: none"> ✓ Practical classes turnout - 30 points ✓ Attending lectures - 5 points; ✓ Duty in the hospital - 5 points; ✓ Mid-term exam - 20 points; <p>Practical classes turnout - 30 points, the student's current activity assessment is based on 5-point system. Each student is evaluated for a third of the total number of classes. At the end of the semester, the activity score is calculated by multiplying the ratio of the average scores.</p> <p>Assessment from 0 to 5 is defined by the following criteria:</p> <p>5 points: the answer is clear, the issue is conveyed comprehensively and accurately, Terminology is well reserved. Student is fluent in program covered material, has thoroughly mastered the basic and additional literature. According to the material in a solid knowledge.</p> <p>4 points: answered all the questions, but reduced; Terminological configured; There are no</p>

	<p>fundamental mistakes; The student is fluent in in the program covered material; Has only mastered the basic literature.</p> <p>3 points: the answer is incomplete; The issue is conveyed satisfactorily; Terminology is insufficient; The student holds the program material, but there are slight mistakes while explaining the theoretical material.</p> <p>2 points: the answer is incomplete; The terminology is incorrect; The corresponding entries of the issue are set out in part; The student has not sufficiently mastered the basic literature; There are fundamental mistakes while presenting theoretical material.</p> <p>1 point: The answer is insufficient; The terminology is not used, or is not appropriate; The answer is substantially incorrect. Only the individual fragments are set out in the relevant material.</p> <p>0 points: There is no answer or the answer is not appropriate.</p> <p>Mid-term exam: testing form of exam, (40questions), each estimated 0.5 point. A maximum of 20 points;</p> <p>Student must earn at least 11 points in the midterm assessments, otherwise he would not be allowed in the examination.</p> <p>Final exam: Testing the form, (80 tests), each estimated 0.5 point- maximum -40 points;</p> <p>Admission for Exam:</p> <p>The final exam is considered to be passed in the student accumulates at last 70% or more out of the maximum assessment of the exam (40X70/100= 28 score)</p> <p>Credit will be given to the student if he has accumulated at least 51 points out of 100.</p> <p>The students' assessment has to be done in the following way:</p> <p>Positive rate:</p> <ul style="list-style-type: none"> • (A) Excellent- 91 or more points; • (B) Very Good- 81-90 points; • (C) Good- 71-80 points; • (D) Satisfactory- 61-70 point; • (E) Enough- 51-60 points; <p>Negative rate:</p> <ul style="list-style-type: none"> • (FX) Failure - 41-50 points, which means that a student needs to work more and an independent and considerable further work is required to pass the exam once again to be re-awarded; • (F) Fail - 40 points or less, which means that the student's diligence is not sufficient and student has to learn the subject all over again. <p>The student has the right to pass an additional examination in the same semester. The interval between the final and the additional exams shall be not less than 10 days.</p>
The basic literature	<ol style="list-style-type: none"> 1. A.D. Papel. Facial plastic and reconstructive surgery By: Papel, Ira D. Edition: 2nd ed. New York : Thieme. 2002. Subjects: MEDICAL / Surgery / General; Face—Surgery 2. BAHMAN GUYURON – PLASTIC SURGERY: INDICATIONS AND PRACTISE
The auxiliary literature	<ol style="list-style-type: none"> 3. Grabb and Smith's Plastic Surgery – Charles H. Thorne, Scott P. Barlett 4. R.M.Kirk. General Surgeon Operatons. Churchill Livingstone Elsevier, V. Chapter39, Plastic Surgery; p.177. 5. Plastic Surgery (Vol 8) – Stephen J. Mathes, Vincent Rod Hentz

The tutorial/learning course content

№	Subjects	Lecture (hour)	Work in group (hour)
1.	Introduction, history of development and the basic principles of plastic surgery. Snippets, transplants, their types and the use in plastic surgery. Skin grafting.	2	4
2.	Plastic surgery of the face and neck	2	4
3.	Breast Plastic Surgery	2	2
4.	Plastic surgery of the upper extremities Plastic surgery of the lower extremities	2	4
	Midterm Exam		2
5.	Rhinoplasty	2	2
6.	Cleft lip and Cleft Palate surgical corrections	2	2
7.	Burn, complications and surgical methods of treatment	2	4
8.	Liposuction and Lipofilling	1	4
	Final Exam		2

Learning Outcomes

Criteria	Competences
Knowledge and Understanding	Student will have deep and consistent knowledge of the study area: general principles of plastic surgery, the wound healing process, various treatment methods for different types of wound, transplants and “patches” types, defects and abnormal conditions embryology and genetics, patient preparation for surgery, surgical operation sequence, avoiding of possible post-operative complications and their elimination, which enables to elaborate /develop new, original ideas.
Applying knowledge	Based upon the obtained knowledge student will be able to perform patient’s physical examination independently, consult patients and develop the treatment plan of the diseases or pathology and detect the defect. Student will be able to explain patient the potential benefits of the treatment and assess the risks, to use the knowledge of medical practice, medical principles of biomedical researches and methods.
Making Judgments	Based upon the deep and comprehensive knowledge the student will be able to make conclusion regarding the activity, and perform critical analysis of the uncompleted and controversy researches.

Communication Skills	Student will be able to perform effective written and verbal communications in medicine, to observe, listen to, ask the questions and proceed the nonverbal communications.
Learning Skills	Student will be able to use the full spectrum of the learning and information resources, to manage his/her own learning process, time-management, priority chosen skills, time limits and perform work coordinately. Student will be able to get the information from the difference sources, information processing and it's critical assessment.
Values	<p>Student will be able to demonstrate the ethical aspects of professional activity, analyze situation properly and make correct decision. Student will understand the different philosophical and religious attitude, the moral standards of society and the importance of individual values. The patient will be able to defend the rights of patients, support them and express the compassion.</p> <p>During the education process the professional and friendly relationship has to be formed with the older (professors / teachers) and younger (this and other groups students) colleagues, communication with any person regardless of their social, cultural, religious or ethnic affiliation.</p>