

Vision, Mission and Core Competencies

Our values, institutional aim, education, research and service objectives, and the graduate competencies aligned with the National Core Curriculum for Undergraduate Medical Education (UÇEP 2020)



16

Core values

3

Competency areas

8

Core competencies

32

Graduate outcomes

Contents

1. Our Vision · Our Mission
2. Our Values
3. Our Institutional Aim
4. Our Aims and Objectives
5. Core Competencies

Source: Mersin University Faculty of Medicine vision, mission and values, institutional aim and programme objectives; Aims and Programme Objectives (2023-2024). English translation for information.
For the current version of this document and other institutional documents: www2.mersin.edu.tr/en/academic/faculty-of-medicine

OUR VISION

To be a qualified faculty of medicine that embraces modernity and continuous renewal as guiding principles, in which ethical values are internalised and quality awareness is firmly established, and which is recognised and preferred nationally and internationally.

OUR MISSION

To provide high-quality service by continuously improving our standards in education and training, research and development, and healthcare, on the basis of legislation and ethical values.

OUR VALUES

Sixteen values that guide us in education, research and healthcare

01 Quality awareness

02 Innovation

03 Creativity

04 Self-confidence

05 Participation

06 Leadership

07 Reliability

08 Commitment to ethical values

09 Transparency

10 Objectivity

11 Accessibility

12 Impartiality

13 Social responsibility

14 Solidarity and sharing

15 Critical thinking

16 Social accountability

OUR INSTITUTIONAL AIM

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The fundamental aim of Mersin University Faculty of Medicine is to provide a contemporary, reliable and accountable learning environment that is responsible towards the environment and society, in order to train physicians who are competent to provide high-quality healthcare to individuals and society; who have core competencies and professional skills and attitudes; who can carry out research and practice in line with the principles of medical ethics; who can deliver evidence-based healthcare covering early diagnosis, treatment, follow-up and rehabilitation; and who are aware of continuing professional development programmes and have adopted a lifelong learning attitude.

OUR AIMS AND OBJECTIVES

Our institutional aim is put into practice through three aims, in education, research and service, and the objectives linked to them.

1 Education Aim

To train physicians who are competent to provide high-quality healthcare to individuals and society and who have fundamental knowledge and professional skills and attitudes.

UNDERGRADUATE EDUCATION OBJECTIVES

Knowledge objectives

1. Describes the normal structure and functions of the human body and its organ systems.
2. Explains the biochemical and physiological mechanisms of the human body.
3. Explains the structural and functional changes that occur in the human body in disease, and describes the aetiology, pathology and clinical features of diseases.
4. Recognises the biopsychosocial and cultural factors that impair human health.
5. Describes normal and abnormal human behaviour.
6. Describes the mechanisms of action, adverse effects and pharmacodynamic and pharmacokinetic properties of drugs.
7. Understands the importance of protecting and promoting public health.

Skills objectives

1. Takes a detailed medical history, including the person's sociodemographic characteristics.
2. Performs a complete and systematic physical examination of the organs and systems of the human body.
3. Performs a psychiatric examination.
4. Manages diseases that are common in the community.
5. Monitors healthy individuals.
6. Promotes and protects health.

7. Screens individuals at risk at regular intervals.
8. Keeps proper medical records and completes periodic notifications without delay.
9. Works as a team member and as a team leader.
10. Manages diseases and patients (prevention, diagnosis, treatment, referral, consultation) with a biopsychosocial approach.
11. Recognises life-threatening medical emergencies and provides initial intervention.
12. Takes the measures needed to prevent disease and counsels individuals at risk (risk management and primary prevention).
13. Manages the prevention of complications of disease (secondary prevention).
14. Manages rehabilitation (tertiary prevention).
15. Communicates effectively with patients, their relatives, colleagues and other health professionals using basic communication techniques.

Attitude objectives

1. Is aware of ethical principles and legal responsibilities at every stage.
2. Follows the rules of professional conduct (deontology) in relations with colleagues and health personnel, and is aware of the importance of teamwork.
3. Is aware of the importance of patient confidentiality.
4. Shows sensitivity to personal and cultural characteristics in interactions with individuals and society.
5. Understands and embraces the importance of lifelong and self-directed learning.

2 Research Aim

To enable students to plan and carry out high-quality national and international research, conducting research and practice in line with the principles of medical ethics.

RESEARCH OBJECTIVES

1. Recognises that there are opportunities to take part in scientific congresses.
2. Is aware of the importance of contributing to scientific presentations.
3. Acquires the skill of critically appraising articles using evidence-based medicine.
4. Learns about the process of preparing a scientific study by taking part in research activities.
5. Acquires skills in preparing scientific studies.

6. Is aware of opportunities to attend presentations of projects supported by national and international project centres.

3 Service Aim

To provide our students, by continuously improving our educational standards, with training that enables them to deliver healthcare within the framework of national and international quality standards endorsed by quality management systems, with the aim of ensuring the satisfaction of all stakeholders (patients, their relatives and health professionals) and meeting the needs of society.

SERVICE OBJECTIVES

1. Understands the importance of accreditation and quality bodies in meeting national and international quality standards, and contributes actively to these processes directly or through representatives.
2. Understands the positive effect on learning of supporting the management of outpatients and inpatients, and provides this support.
3. Understands that hospital duty shifts are part of training and works in a team spirit with seniors, juniors and peers.
4. Fulfils the tasks assigned in primary care services within the limits of their authority and responsibilities.
5. Informs and advises patients and their relatives, taking physical, psychological, social and cultural factors into account.
6. Understands the components of the electronic health record system.

CORE COMPETENCIES

What we expect of our graduates

The core competencies that our students are expected to acquire by graduation, in line with our institutional aim. The competency areas, competencies and outcomes are aligned with the National Core Curriculum for Undergraduate Medical Education (UÇEP 2020).

16 values · 3 aims · 39 objectives · 3 competency areas · 8 competencies · 32 outcomes · 98 sub-competencies

COMPETENCY AREA 1

1 Professional Practice

COMPETENCY 1

Health Care Provider

- 1.1 Integrates the knowledge, skills and attitudes acquired from the basic and clinical medical sciences, the behavioural sciences and the social sciences, and uses them in providing healthcare.**

SUB-COMPETENCIES

- Describes the normal structure and functions of the human body and its organ systems.
- Explains the biochemical and physiological mechanisms of the human body.
- Explains the structural and functional changes in the human body in disease and describes the aetiology, pathology and clinical features of diseases.
- Recognises the biopsychosocial and cultural factors that impair human health.
- Describes normal and abnormal human behaviour.
- Describes the mechanisms of action, adverse effects and pharmacodynamic and pharmacokinetic properties of drugs.
- Performs a complete and systematic physical examination of the organs and systems of the human body.
- Performs a psychiatric examination.
- Is aware of holistic approaches in medicine.
- Manages the clinical symptoms/conditions and core diseases specified in the National Core Curriculum at the required minimum level.

- 1.2 Shows a biopsychosocial approach to patient management that takes the individual's sociodemographic and sociocultural background into account, without discrimination on the basis of language, religion, race or sex.**

SUB-COMPETENCIES

- Serves patients without discrimination on the basis of language, religion, race or sex.
- Takes a detailed medical history that includes the individual's sociodemographic characteristics.
- Is aware of the importance of understanding social and cultural beliefs in patient management.
- Takes a holistic (biopsychosocial and existential) approach to the patient.
- Is aware that biological factors causing disease may have psychological causes and consequences, that psychological factors may have biological and socioeconomic causes and consequences, and that these factors interact.

1.3 Gives priority to protecting and promoting the health of individuals and the community when providing healthcare.

SUB-COMPETENCIES

- Takes the measures needed to promote and protect the health of healthy individuals.
- Carries out periodic monitoring of healthy individuals and screening to detect diseases.
- Screens individuals at risk at regular intervals (risk management, primary prevention).
- Manages the prevention of complications of disease (secondary prevention).
- Manages established disease to reduce complications and disability (tertiary prevention, rehabilitation).

1.4 Carries out the work needed to maintain and improve health, taking into account the individual, community, social and environmental factors that affect it.

SUB-COMPETENCIES

- Addresses an individual's health problems in the context of the health risks of the community in which they live (geographical diseases, occupational diseases and diseases related to living environments such as nurseries, dormitories and barracks).
- Takes part in developing and implementing national action and control plans for public health problems.

1.5 Provides health education to healthy and sick individuals, their relatives and other health professionals, recognising the characteristics, needs and expectations of the target group.

SUB-COMPETENCIES

- Gives patients and their relatives responsibility for the patient and the illness through education and counselling on chronic patient care.
- Educates patients and their relatives on ways of preventing communicable diseases.
- Counsels patients and their relatives on ways of preventing sexually transmitted infections.
- Provides health education on childhood and adult immunisation schedules to healthy and sick individuals, their relatives and other health professionals.
- Trains health professionals in patient management.

1.6 Shows a safe, rational and effective approach in prevention, diagnosis, treatment, follow-up and rehabilitation when providing healthcare.

SUB-COMPETENCIES

- Shows a safe, rational and effective approach, guided by evidence-based medicine, in prevention, diagnosis, treatment, follow-up and rehabilitation.

1.7 Performs invasive and/or non-invasive procedures safely and effectively for the patient in diagnosis, treatment, follow-up and rehabilitation.

SUB-COMPETENCIES

- Performs the non-invasive procedures in the Basic Medical Practices List of the National Core Curriculum at the specified minimum level.
- Performs the invasive procedures in the Basic Medical Practices List of the National Core Curriculum at the specified minimum level.

1.8 Provides healthcare with due regard for the health and safety of patients and staff.

SUB-COMPETENCIES

- Provides healthcare with due regard for patient health and safety.
- Provides healthcare with due regard for staff health and safety.
- Takes the necessary workplace safety measures.

- 1.9** When providing healthcare, takes into account changes in the physical and socioeconomic environment that affect health at regional and global level, as well as changes in the individual characteristics and behaviours of the people who seek care.

SUB-COMPETENCIES

- Recognises early the changes in the physical and socioeconomic environment at regional and global level and in the individual characteristics and behaviours of the people who seek care, and takes the necessary measures.

COMPETENCY AREA 2

2 Professional Values and Approaches

COMPETENCY 2.1

Committed to Professional Ethics and Principles

- 2.1.1** Takes good medical practice into account in carrying out the profession.

SUB-COMPETENCIES

- Performs professional procedures in line with current guidelines.
- Requests effective and appropriate investigations within the framework of good medical practice.
- Prescribes in line with the principles of rational drug use.

- 2.1.2** Fulfils duties and obligations within the framework of the ethical principles, rights and legal responsibilities that the profession requires.

SUB-COMPETENCIES

- Is aware of ethical principles and legal responsibilities at every stage.
- Follows the rules of professional conduct in relations with colleagues and health personnel.
- Values patient confidentiality.
- Recognises all forms of violence and takes preventive measures.

- 2.1.3** Shows a determined commitment to providing high-quality healthcare, taking the patient's integrity into account.

SUB-COMPETENCIES

- Shows sensitivity to personal and cultural characteristics in interactions with individuals and society.

- 2.1.4** Evaluates their performance in professional practice, taking their emotions and cognitive characteristics into account.

SUB-COMPETENCIES

- Reflects on and self-assesses their performance, emotions and cognitive characteristics in professional practice.
- Continuously improves through the feedback received on their performance, emotions and cognitive characteristics in professional practice.

COMPETENCY 2.2

Health Advocate

- 2.2.1** Advocates the improvement of healthcare delivery to protect and promote community health, taking the concepts of social accountability and social responsibility into account.

SUB-COMPETENCIES

- Facilitates economic, geographical and timely access to health services to protect and promote community health.
- Supports and promotes patients' rights.
- Acts as a kind of health advocate for the individuals and patients registered with them (managing matters such as unnecessary tests, procedures, treatments and referrals).

- 2.2.2** Can plan and conduct service delivery, education and counselling processes related to individual and community health in collaboration with all stakeholders, in order to protect and promote health.

SUB-COMPETENCIES

- Plans health education for individuals and the community.
- Conducts in-service training for staff.
- Provides counselling services for individuals and the community.

- 2.2.3** Evaluates the effects of health policies and practices on individual and community health indicators, and advocates improving the quality of health services.

SUB-COMPETENCIES

- Makes updates and improvements in healthcare delivery in line with health policies.
- Is aware that success in healthcare delivery depends on total quality management.

- 2.2.4** As a physician, values protecting and promoting their own physical, mental and social health and does what is needed to achieve this.

SUB-COMPETENCIES

- Recognises possible burnout in themselves and their staff at an early stage.
- Takes part in social and cultural activities to prevent burnout.

COMPETENCY 2.3

Leader and Manager

- 2.3.1** Sets an example and shows leadership within the healthcare team during service delivery.

SUB-COMPETENCIES

- Follows health policies.
- Manages the organisation of health services.
- Manages staff and patients in accordance with legislation.
- Is aware of the importance of being a role model in healthcare delivery and in social life.
- Manages conflict.
- Takes measures against inequalities in access to health services.
- Knows the principles of crisis and disaster management.

- 2.3.2** Uses resources cost-effectively, for the benefit of society and in line with legislation when planning, implementing and evaluating health services in the institution they manage.

SUB-COMPETENCIES

- Plans health services in the institution they manage.
- Delivers healthcare in accordance with legislation.
- Complies with the periodic monitoring and screening programmes published by the Ministry of Health.
- Avoids unnecessary referrals, investigations and similar practices so that resources are managed effectively.
- Knows that cost-effectiveness in treatment serves the public interest.

COMPETENCY 2.4

Team Member

- 2.4.1** Communicates positively within the healthcare team and takes on different team roles when needed.

SUB-COMPETENCIES

- Is aware of the importance of team success in healthcare delivery.
- Listens empathetically to the problems of the healthcare team they work with.
- Creates social settings to increase team motivation.

- 2.4.2** Is aware of the duties and obligations of the health professionals in the healthcare team and behaves accordingly.

SUB-COMPETENCIES

- Manages in line with the duties and obligations of the health professionals in the team.
- Complies with legislation when additional assignments are needed.

- 2.4.3** Works in harmony and effectively with colleagues and other professional groups in professional practice.

SUB-COMPETENCIES

- Follows the rules of professional conduct in relations with colleagues and health personnel.
- Works in a team spirit.
- Collaborates in harmony with health-related civil society organisations and associations.

COMPETENCY 2.5

Communicator

- 2.5.1** Communicates effectively with patients, their relatives, health professionals and other professional groups, institutions and organisations.

SUB-COMPETENCIES

- Builds relationships with individuals based on good communication and trust.
- Communicates effectively with health-related civil society organisations and associations.

- 2.5.2** Communicates effectively with individuals and groups who need a special approach or have different sociocultural characteristics.

SUB-COMPETENCIES

- Communicates effectively with patients with mental and physical disabilities and with their relatives.
- Informs patients' relatives about the management of chronic patient care.
- Helps patients and their relatives to work with relevant civil society organisations and associations.

- 2.5.3** Shows a patient-centred approach that involves the patient in decision-making in diagnosis, treatment, follow-up and rehabilitation.

SUB-COMPETENCIES

- Involves patients and their relatives in decisions about the illness.
- Ensures that patients receiving care, and their family members, are involved in the care process.
- Considers healthcare needs from the patient's perspective, develops partnerships with patients in healthcare delivery and builds genuine, collaborative relationships.

COMPETENCY AREA 3

3 Professional and Personal Development

COMPETENCY 3.1

Scientific and Analytical Thinker

- 3.1.1** When necessary, plans and conducts scientific research for the population served and uses its results and/or the results of other research for the benefit of society.

SUB-COMPETENCIES

- Knows the basic concepts, principles and methods of epidemiology.
- Knows the basic concepts of biostatistics.
- Uses the data obtained from research for the benefit of patients and society.

- 3.1.2** Accesses current literature in their field and appraises it critically.

SUB-COMPETENCIES

- Accesses current literature in their field.
- Acquires the skill of critically reading articles.
- Acquires the skill of preparing presentations and articles.

- 3.1.3** Applies the principles of evidence-based medicine in clinical decision-making.

SUB-COMPETENCIES

- Adopts an evidence-based medicine approach in practice and planning.

- 3.1.4** Uses information technologies to make their work in healthcare, research and education more effective.

SUB-COMPETENCIES

- Understands the components of the electronic health record system.
- Accesses information through information technologies for work in healthcare, research and education.

COMPETENCY 3.2

Lifelong Learner

3.2.1 Manages their individual work processes and career development effectively.

SUB-COMPETENCIES

- Manages health service and research processes according to the work schedule they have planned.
- Plans their career development.

3.2.2 Demonstrates the skills of acquiring and evaluating new knowledge, integrating it with existing knowledge, applying it to professional situations and adapting to changing conditions throughout professional life.

SUB-COMPETENCIES

- Adopts an attitude of openness to lifelong learning by taking part in continuing professional development (CPD) programmes.
- Is aware of the need to adapt to changing conditions in the service process.

3.2.3 Selects appropriate learning resources and organises their own learning to improve the quality of the healthcare they provide.

SUB-COMPETENCIES

- Provides healthcare in line with evidence-based medicine.
- Updates their knowledge and skills through appropriate learning resources.
- Understands the importance of learning how to learn for professional development.

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