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research institutions. At the end of their Ph.D. training, publishing 3 scientific papers and attending at least 1 national / 1 international meeting is mandatory. The programme is designed to produce highly skilled and motivated biochemists that are suitable for employment in the life-sciences or for further academic research.

Keywords: Post-graduate, training

PP-05

THERE IS VALUE IN TAKING THE TIME TO TEACH DENTAL HISTORY AND ETHICS IN DENTISTRY CURRICULUM

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Background: The Association for Dental Education in Europe (ADEE) defined the necessary hard (technical proficiency & scientific and clinical competence) and soft skills (personal values, ethical behaviour and social skills) that future dentists in Europe ideally should possess. However, the teaching and assessment of soft skills remains a challenge to dental schools. This paper oversees such a challenge by investigating how 'history of dentistry and ethics' course in dentistry curriculum of Cyprus Health and Social Sciences University, is taught and assessed.

Materials and Methods: The study included the students from Term 1 (n=78, teaching in Turkish language group) of Faculty of Dentistry, Cyprus Health and Social Sciences University. Dental history is taught for 1 hour (lecture) every week in the curriculum (theoretical and cases). Students' academic performance was evaluated with mid-term and final exams. Participants were assessed according to their level of success and failure. The data including the participants' success in the exams were transferred to the statistical program and evaluated with descriptive statistical methods.

Results: The students participated in the study 51.3% (n = 40) male and 48.7% (n = 38) were female. The success rate of the midterm exam was 78.34%, while the success of the final exam was 76.32%. Mid-term exam success was not statistically significantly different than final exam (p>0.215). When compared to basic science subjects the average success rate of dental history class was significantly increased (p<0.05). **Conclusion:** Studies examining the role and status, the delivery and assessment of the teaching of history of dentistry and ethics in the dental undergraduate curriculum, as well as the space that it is afforded in the curriculum are important. Teaching the history of dentistry and ethics to dental students can positively influence their sense of belonging to the discipline and improve their ethical conduct as dentists. However, this course must not be isolated to classroom lectures but also include "hands on" discussion of ethical dilemmas and scenarios. The interest and success of our students in the history of dentistry and ethics course are promising clues for us to propose that there is value in taking the time to teach the course in dental curriculum.

Keywords: History of Dentistry, Ethics, Qualitative Research

PP-06

FROM TISSUES AND CELLS TO UNDERSTANDING MOLECULAR BIOLOGY

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Hacettepe University is a successful research university in Turkey. Histology and Embryology Department has different educating programmes which are training Ph.D. students related with Graduate School of Health Sciences and research assistants related with Ministry of Health. The aim is to train Ph.D. students and research assistants in basic laboratory techniques, cell biology, molecular approaches to cancer and developmental issues and in education skills. The training involves structural freedom, usefulness, equity and continuity that are essential basics for adult education.

In the first year, students take lessons that contain histology and embryology of cells, tissues and organs. In the second year, they gain more experience in laboratory techniques (cell culture,

immunocytochemistry, immunohistochemistry and transmission electron microscopy). They also take experimental animals' research course. In the end of second year students should pass the doctoral proficiency exam. During the training process, students can take part in different research and follow their own thesis experiments and research. Students can participate in advanced courses, necessary for their research. Hacettepe University, Graduate School of Health Sciences is involved in ORPHEUS Ph.D. training program. In this content, from beginning of the training, Ph.D. students and their advisors decide on thesis subject and start work on it.

Histology correlates with clinical sciences, molecular sciences, genetics and also regenerative medicine. Embryology is important for understanding the developmental processes of different organisms. As a scientist, beside running research we also have the task to train new scientists. The balance between education and research is so important in this respect.

Key Words: Histology, Education, Cell Biology

PP-07

"WHY SHOULD I GET A Ph.D. DEGREE AND HOW CAN I DO IT?"

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A Doctor of Philosophy (Ph.D.) is the highest academic degree awarded by universities. A Ph.D. candidate must submit a project, thesis or dissertation often consisting of a body of original academic research, which is in principle worthy of publication in a peer-reviewed journal. Doing a Ph.D. would improve your abilities to understand and solve problems, increase your confidence, make yourself a better communicator and gain skills that may lead to a better job.

For a good Ph.D., students need to study at an academically successful university. Hacettepe University is one of the leading research universities in Turkey. Moreover, its Post-Graduate School of Health Sciences involves in privileged Orpheus Ph.D. program. At the end of this Ph.D. programme, publishing 3 scientific papers and attending at least one national/international meeting is mandatory. For this purpose, students are required to produce high-quality projects. There are various international programs to support these projects. Major international scholarships are TÜBİTAK, febs, Embo, Marie Curie, Fulbright and Aziz Sancar scholarships. Through these scholarships, the scientific competence of the researcher is increased by carrying out short/long-term studies abroad. Hacettepe University Biochemistry encourages Ph.D. students studying abroad during their Ph.D. studies. In this context, in 2018, 3 Ph.D. students were eligible to go to Sweden, Germany, and Israel for 1 year with Tübitak 2214-A International Research Fellowship programme.

Ph.D. is a vital step for a good career, good plan, and hard work play key roles to reach the top of academic achievement.

PP-08

EVALUATION OF THE THEORETICAL AND PRACTICAL COURSE ON DNA DAMAGE, REPAIR AND ITS MEASUREMENT BY TANDEM MASS SPECTROMETRY

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Background and Methods: A theoretical and practical course on "DNA Damage, Repair and its measurement by Tandem Mass Spectrometry" has been held by Department of Molecular Medicine, Institute of Health Sciences Dokuz Eylül University, on June 5-8, 2018. The major trainer of this course, Prof. Dr. Miral DİZDAROĞLU (National Institute of Standards and Technology, Gaithersburg, MD, USA) has produced a large number of important data on DNA damage and repair, and has received over 25,000 citations with his studies on this subject. This four-

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day course have provided the opportunity to understand the oxidative stress and DNA repair mechanisms; to learn about the methods of detecting this damage; and to find out the consequences of DNA damage to human diseases. Students, postgraduate students, post-doctoral young researchers and specialists studying in different departments who are interested in the topic attended from different universities all over Turkey. Besides DNA damage and repair, other topics from different approaches had been covered such as the gender of the brain in the field of neuroscience, design thinking, experimental models of oxidative stress and women in science.

Results and Conclusion: A hundred of scientists from 26 different cities had participated. Sixty of them who were master and PhD students was awarded with bursaries from TUBITAK. Upon completion of the written examination, graduate students of Institute of Health Sciences Dokuz Eylül University had enrolled this course as a credit lecture. "DNA Damage, Repair and its measurement by Tandem Mass Spectrometry" course was very efficient and productive in terms of education with a wide and in-depth perspective, as well as designing of research projects and new collaborations.

Note to the Scientific Committee: This course was supported by TUBITAK Scientific Meetings Grant Programs 2229 and 2237-A.

Keywords: Oxidative DNA Damage, DNA Repair, Tandem Mass Spectrometry, Theoretical and Practical Course, Education

PP-09**IMPROVING THE COUNSELING SYSTEM IN EGE UNIVERSITY MEDICAL FACULTY: IT'S WORTH IT!**

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Academic success is not the only challenge medical students face. Family & peer relationships, accommodation & financial issues, emotional & physical problems, adjustment to the university environment account for some of the other challenges of this period. Ege University Medical Faculty has a long history of searching and implementing some initiatives for an effective counseling system to support its students for these challenges. However, there is no ideal counseling system as all have their pitfalls. This study will report our new "Student Counseling System" (SCS) which was established in 2017 to support the students, to advice and counsel them for their individual, social, cultural, health, educational and scholarship needs, and also to guide them for their academic future.

The "Student Counseling Board" (SCB) which consisted of 20 faculty from basic and clinical sciences was established by the Dean's Office in June 2017. Related literature and counseling/mentoring systems all over the world were discussed and evaluated by SCB members. SCB interviewed student representatives as well as faculty, and focus group sessions were run to determine the needs and requirements of the students. A clear need for focused and specialized subunits in the organization of SCS was detected and these were established as 'Orientation', 'Scholarships', 'Health', 'Education Abroad', 'Socio-cultural Activities', 'Career Planning' and 'Personal Development' subunits with responsible faculty assigned from the SCB for each. Besides, a 'Quality Management subunit was founded to oversee that all subunits work effectively in a coherent way. Subunits of SCS started to work actively by September 2017. Students with specific issues were directed to related subunits and data was collected about frequently seen

problems/the progress and the outcome of each issue. At the same time, calls were made faculty wide to recruit volunteer researchers or clinicians to establish the volunteer counsel pool. Significant efforts were made for increasing awareness of the new system (announcements via email, GSm texts, brochures, posters, etc.). We also started collecting data about the use of the system. Continuous feedback is collected from all stakeholders.

Our biggest challenge in the new system is large number of students (around 350 in each class) and limited faculty time for counseling. However the new system is expected to bring positive impact such as more focused and faster solutions to problems, better quality of faculty-student relationship, improvement in academic performance, self-esteem, belonging and overall adaptation to the university, better participation in social activities.

In conclusion, the new system is voluntary (both from student and faculty perspective), includes specialized subunits, is supported by Students Affairs and a clear flow of working principles. In this system, the faculty is not left alone with the student in counseling but has the SCS subunits and also SCB for support. Finally the new system is open to monitoring and development which is the basis for continuous improvement.

Keywords: Medical student, medical education, mentoring, counseling, mentor, mentee, specialized mentoring

PP-010**HOW TO DEVELOP CURRICULUM IN MOLECULAR AND PERSONALIZED MEDICINE FOR MEDICAL STUDENTS?**

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Background: Molecular diagnostics is becoming an important analytical modality in research and clinical laboratories. With the increasing importance of molecular genetic testing, it is necessary to specify the areas of technical and training problems in medical faculty. Studies suggest that training in molecular technologies and their applications in clinics is still not adequate at all stages of medical education. This deficiency represents a major challenge to the use of molecular testing in clinical practice and research. Also studies have addressed doctors' limited experiences concerning molecular testing, including if, why, when, and how providers order such assays. Poor understanding of medical genetics is significant among clinicians, and education and training are among a number of important factors. Other factors include perceptions concerning patient confidentiality, insurance and ethical subjects. Studies assessing clinicians' attitudes toward adopting genome-guided drug prescribing have revealed a lack of awareness, as well as uneasiness in interpreting and applying genomic information. Many of the techniques are sophisticated tests rely and molecular biology methods are still new. The purpose of study is dealing with how to structure medical curricula into more molecular aspect, viewing molecular practices in our school and emphasizing the required practices, examining the integration of system biology approaches into molecular medicine education and examining the medical genetics education in Cerrahpasa Medical Faculty.

Conclusions: We urgently need a multidisciplinary curriculum on molecular medicine and personalized medicine, as a required component of medical students training at medical faculty. We have to encourage other practice programs in molecular medicine whole departments.

Keywords: Education in molecular medicine, personalized medicine, molecular diagnostics

PP-011**CORRELATION BETWEEN CLINICAL SELF-EFFICACY AND COURSES OF WOMAN AND HORMONE, VITAMINS IN PREGNANCY AND PREGNANT BIOCHEMISTRY**

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Background: Clinical skills acquisition is an important component of midwifery education of master degree. It is fact that need a reliable and valid external resource as students of post-graduate can not accurately assess their clinical skills competences.