Training Tomorrow's Scientists

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!**

Yasemin Akçay¹, Nazmiye Altıntaş², Münevver Erdinç³, Özen Kaçmaz Başoğlu³, Selda Erensoy⁴, Şöhret Aydemir⁴, Y. Pınar⁵, Figen Gülen⁶, Elif Sila Törün⁷, Fehmi Akçiçek⁸, Şebnem Pırıldar⁹, Aydan Taşçı⁹, Raika Durusoy¹⁰, Taylan Özgür Sezer¹¹, Sibel Göksel¹², Aytül Önal¹², Tansu Yamazhan¹³, Hüsnü Pullukçu¹³, Ferhan G. Sağın¹

¹Department of Medical Biochemistry,

²Department of Parasitology,

³Department of Pulmonary Diseases,

⁴Department of Medical Microbiology,

⁵Department of Anatomy,

⁶Department of Pediatrics,

⁷Department of Medical Education,

⁸Department of Internal Medicine,

⁹Department of Psychiatry,

¹⁰Department of Community Health and Diseases,

¹¹Department of General Surgery,

¹²Department of Medical Pharmacology,

¹³Department of Infectious Diseases

Ege University, Medical Faculty, İzmir, Turkey

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?**

Yunus Toso, Handan Tuncel

Cerrahpasa Medical Faculty, Istanbul University, İstanbul, Turkey

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**

Funda Kosova, Hanife Nurseven Şimşek, Nurcan Çelik

Manisa Celal Bayar University, Faculty of Health Science, Department of Midwifery, Manisa, Turkey

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.