



e-ISSN 1303-829X
p-ISSN 0250-4685

www.TurkJBiochem.com

TÜRK BİYOKİMYA DERGİSİ

Turkish Journal of Biochemistry

**Biyotıp ve Sağlık
Bilimleri Alanında
Lisansüstü
Danışmanlık:
ORPHEUS Yaklaşımı
21-22 Haziran 2018 İzmir**

**Workshop on PhD
Supervision in Biomedicine
and Health Sciences:
ORPHEUS Perspective
21-22 June 2018 İzmir**

*Bu organizasyon Türkiye Bilimsel ve Teknolojik Araştırma Kurumu (TÜBİTAK-2223B) tarafından desteklenmektedir.
This organization is supported by Scientific and Technological Research Council of Turkey (TÜBİTAK-2223B).*

*Türk Biyokimya Derneği'nin yayın organıdır
[Published by the Turkish Biochemical Society]*

2018

Cilt [Volume] 43

Ek Sayı [Supplement] 3

**YER ALDIĞI
İNDEKSLER
[INDEXED BY]**
SCI Expanded,
Journal Citation
Reports/Science
Edition, Chemical
Abstracts, Index
Copernicus,
Embase, Scopus,
Ulakbim Türk Tıp
Dizini, Ulrich's
Periodical
Directory, EBSCO,
Türkiye Atıf Dizini

2018 • VOLUME 43 • SUPPLEMENT ISSUE 3

TURKISH JOURNAL OF BIOCHEMISTRY TÜRK BİYOKİMYA DERGİSİ

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The main aim of the journal is to support the research and publishing culture by ensuring that every published manuscript has an added value and thus providing international acceptance of the "readability" of the manuscripts published in the journal.

e-ISSN 1303-829X

All information regarding notes for contributors, subscriptions, Open access, back volumes and orders is available online at www.degruyter.com/view/j/tjb.

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TYPESETTING Compuscript Limited, Shannon, Ireland

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Sağlık Bilimleri Enstitüsü

21-22
HAZİRAN
2018

BİYOTIP VE SAĞLIK
BİLİMLERİ ALANINDA
LİSANSÜSTÜ
DANIŞMANLIK:
ORPHEUS YAKLAŞIMI
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HOŞGELDİNİZ MESAJI

DESTEKLEYEN KURULUŞLAR

BİLİMSEL PROGRAM

DAVETLİ KONUŞMACI ÖZETLERİ

POSTER SUNUM ÖZETLERİ

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HOŞGELDİNİZ MESAJI

Türkiye Sağlık Bilimleri Enstitülerinin Değerli Üyeleri, 21-22 Haziran 2018 tarihinde İzmir Ekonomi Üniversitesinde düzenlenen “Biyotıp ve Sağlık Bilimleri Alanında Lisansüstü Danışmanlık: ORPHEUS Perspektifi” başlıklı Çalıştayımıza sizleri- Türkiye SBE’lerinin Değerli Yöneticilerini, Lisansüstü Eğitime eşsiz emek veren, eğitimi yürüten ve/veya Danışmanlık yapan Değerli Öğretim Üyelerini ve bu eğitimi alan, özverili Lisansüstü Öğrencilerimizi ORPHEUS’un Türkiye’de Danışmanlık alanında ilk kez düzenlediği bu önemli etkinliğe davet etmekten büyük bir onur ve mutluluk duyuyoruz. Bilindiği gibi, Avrupa’da sağlık alanında lisansüstü eğitimi ile ilgilenen tek kuruluş olan ORPHEUS, 2007 yılından bu yana ülkemiz üniversitelerinin ilgisini çekmiştir. 2011 yılında Dokuz Eylül Üniversitesinde 5. ORPHEUS Konferansı düzenlenmiş, bunu takiben çok sayıda üniversitemizin Sağlık Bilimleri Enstitüleri ORPHEUS eğitim etkinlikleri düzenlemişlerdir. Halen Türkiye’den ORPHEUS üyesi olarak on üniversite bulunmaktadır. İzmir Ekonomi Üniversitesi ile birlikte, ORPHEUS, Dokuz Eylül Üniversitesi, Ege, Gazi ve Koç Üniversitesi’nin değerli Öğretim üyeleri tarafından düzenlenen bu önemli etkinliğin bilimsel programı, yurt dışından ve yurt içinden “Danışmanlık” konusuna emek vermiş, bu alanda yetkiliğe sahip konuşmacıları barındırmaktadır. Çalıştay Programının hazırlanmasında ORPHEUS Etiket Komitesi Başkanı Prof. Michael MULVANY’nin çok değerli katkıları olmuştur. Etkinliğin Açılış Konuşması’nın, YÖK Başkan Danışmanı tarafından yapılacak olmasından onur duymaktayız Çalıştayda Danışmanlık hem akademik hem sosyal ve psikolojik boyutlarıyla ele alınacak, “Mükemmel bir Danışman Nasıl Olmalıdır?” sorusuna yanıt aranacaktır. Program, ORPHEUS yetkililerin ve alanında uzman bilim insanları-eğiticilerin sunumlarının yanı sıra, küçük grup çalışmaları, ORPHEUS üyesi SBE temsilcilerinin paneli, Doktora Öğrencileri Paneli ve Açık Oturum gibi özenle hazırlanmış etkinliklerden oluşmaktadır. Çalıştay’da gerek öğretim üyelerimiz gerekse doktora öğrencilerimiz poster bildirisi sunabileceklerdir. Bildiri özetleri Türk Biyokimya Derneği Dergisinde Özel Sayı olarak yayımlanmaktadır. Bu nedenle TBD’ye sonsuz şükranlarımızı sunuyorum.

İnanıyoruz ki lisansüstü eğitimin yetiştirdiği bilim insanları ve akademisyenlerin başarıları, onları yetiştiren Danışmanları ile yakinen ilişkilidir. Bu nedenle bu konuyu hep birlikte ele almak üzere, sizleri 21-22 Haziran’da İzmir’e mutlulukla bekliyoruz.

Saygı ve Sevgilerimizle,
İEU Sağlık Bilimleri Enstitüsü adına,
Prof. Dr. Gül Güner Akdoğan
Müdür
ORPHEUS Etiket Komisyonu Eş-Başkanı

WELCOME MESSAGE

Dear Members of the Turkey Institute of Health Sciences, Dear Leaders, Dear Supervisors/Faculty who give enormous contribution to post-graduate training, Dear Students who pursue post-graduate training; It is a great honour and happiness for me to welcome you to the Workshop on “Supervision in Post-Graduate Education in Biomedicine and Health Sciences: ORPHEUS Perspective”, organised by Izmir University of Economics and supported by ORPHEUS.

As it is known, ORPHEUS, the only organization dealing with post-graduate education in health in Europe, has attracted the interest of our country's universities since 2007. In 2011, the 5th ORPHEUS Conference was held in Dokuz Eylül University, followed by the Health Sciences Institutes ORPHEUS training events organized by many universities. There are currently ten universities in Turkey as a member of ORPHEUS. The scientific program of this important event was organized by ORPHEUS, together with the distinguished faculty of Izmir University of Economics, Dokuz Eylül University, Ege, Gazi and Koç University. The scientific programme has integrated experts from Turkey and from abroad in this field of “post-graduate education and supervision”. We are honored that the Opening Conference of the event will be held by the Council of Higher Education Council Adviser. Prof. Michael Mulvany has greatly contributed to the preparation of the Workshop programme. In the workshop, supervision will be dealt with in both academic, social and psychological perspectives and we will seek the answer to the question: “Who is an excellent supervisor?” The programme consists of elaborated events such as small group workshops, ORPHEUS panel by member representatives, PhD Student Panel and Open Forum, as well as presentations of expert scientists-trainers in the field. In the workshop, our faculty members and doctoral students will also present their posters. Abstracts published in this special issue of Turkish Journal of Biochemistry. For this reason, I present our endless gratitude to Turkish Biochemical Society.

We believe that the success of scientists and academics trained in postgraduate education is closely related to the Supervisors who train them. Therefore, we are happy to welcome you to Izmir on 21-22 June to discuss this issue together.

Best Regards,
On behalf of IEU Graduate School of Health Sciences,
Professor Dr. Gül Güner Akdoğan
Director
Co-Chair, ORPHEUS Labelling Committee

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PROGRAM
21-22 June 2018

21st of June 2018	Registration	9.00-9.30
Welcome Addresses	Gül Güner AKDOĞAN Director, Graduate School of Health Sciences Prof. Dr. Michael MULVANY Chair, ORPHEUS Labelling Committee Prof. Dr. Can Şimga MUGAN İEU Rector Oturum Başkanı: Prof. Dr. Murat AŞKAR İEU Rektör Yardımcısı	9:30-10:00
OPENING TALK: "Türkiye'de Doktora Eğitimi: 21.Yüzyıl Perspektifi" "PhD Training in Turkey: 21 st Century Perspective"	Prof. Dr. Sezer KOMSUOĞLU YÖK Başkan, Başkanışmanı Head Consultant of YOK President EUA Resarch and Innovation Committe Member	10:00-10:30
Coffee Break		10:30- 11:00
SESSION 1	Chair: Feyza ARICIOĞLU Marmara University	
LECTURE "Best Practices for PhD Training" ("PhD Eğitiminde İyi Uygulamalar")	Michael MULVANY, Aarhus University	11:00-11:30
LECTURE "Araştırmacı Yetiştirmek ve Doktorada Danışmanlık" ("Training a Researcher and PhD Supervision")	Hakan ORER, Koç University	11:35-12:05
LECTURE "Danışman'ın Rolü ve Yükümlülükleri" ("Role and Responsibilities of a Supervisor")	Mine Doluca DERELİ, Dokuz Eylül University	12:10-12:40
Poster Viewing and Lunch		12:45- 14:00
INTRODUCTION TO PANEL: "ORPHEUS Best Practices and the Status of PhD Education in Health Sciences in Turkey" "ORPHEUS İyi Uygulamaları ve Türkiye'de Sağlık Bilimleri Enstitülerinin Durumu"	Gül GÜNER AKDOĞAN Izmir University of Economics Graduate School of Health Sciences	14:00-14:15
PANEL DISCUSSION: "Challenges and Accomplishments of ORPHEUS Member Universities in Turkey" ("Türkiye'de ORPHEUS Üyesi Üniversiteler'in Karşılaştıkları ve Gerçekleştirdikleri") (Structured Discussion) Moderators: Hakan ORER & Gül GÜNER AKDOĞAN	Sezer KOMSUOĞLU Chief Consultant, YOK Michael MULVANY Chair, ORPHEUS Labeling Board Representatives of ORPHEUS member institutions in Turkey Talks (Each 10 min): 1. "Preparation for ORPHEUS Label: Experience of Dokuz Eylül University" Hüray İŞLEKEL (Dokuz Eylül U) 2. "Araştırma Temelli Doktora Eğitimi, Dokuz Eylül Üniversitesi Sağlık Bilimleri Enstitüsü Uygulamaları" Meral KARAMAN (Dokuz Eylül U) 3. "How To Match Best Practices of ORPHEUS to Turkish Laws and Regulations? Experience of Hacettepe University Graduate School of Health Sciences" Bilge PEHLIVANOĞLU (Hacettepe U) 4. "Preparation of Kocaeli University to Comply with ORPHEUS Standards" Sema KEÇELİ (Kocaeli U) 5. "Nursing PhD Programmes in Turkey and ORPHEUS" Zühal BAHAR (Koç U) Contributors: Göksel ŞENER (Marmara U)	PARALLEL WORKSHOP: PhD CANDIDATES' WS Moderators: Duygu Harmancı Ayşe Koçak (ORPHEUS) PhD OATH for Responsible Conduct in Research Zdravko LACKOVIC 14:15-15:45

Elgin Türköz ULUER (Celal Bayar U)
Devrim Öz ARSLAN (Acıbadem U)
Semra ÖZÇELİK (Bezm-i Alem U)

Introduction to group discussions

Michael MULVANY
Ferhan SAĞIN

15:45-16:20

16:20-16:40

Coffee and Break into Groups**Group Discussions 1****Grup Çalışmaları 1****(16:40- 18: 30)****PhD Supervision in Biomedicine and Health Sciences: Roles and expectations (Roller ve Yükümlülükler)****Group 1****Group 2****Group 3****Group 4**

	Moderators:	Moderators:	Moderators:	Moderators:
1. What makes a good supervisor?				
2. Matching supervisor and candidate expectations	Michael MULVANY	Zdravko LACKOVIC	Hakan ORER	Gül Güner AKDOGAN
3. Making a contract	Ferhan SAĞIN	Mine DOLUCA DERELİ	Banu DEMİR	
4. Tasks for the supervisor	Zihni Onur UYGUN	Elif BARIŞ		Zuhal BAHAR
5. Recruitment			Duygu HARMANCI	
6. Defining the project				Özgül KARAYURT

Reception and Poster Viewing
18:30-20:30

22nd June,2018, Friday, 22 Haziran 2018, Cuma

Introduction to second day (9:15-09:25)
(İkinci Güne Başlayış)

B. Emre DAYANÇ
İzmir University of Economics
Vice-Director, Graduate School of Health Sciences

Chair: B. Emre DAYANÇ

LECTURE (09:30-10:00)**“How to Improve PhD Supervision Culture in an Institution?”**

(Bir kurumda PhD danışmanlık kültürü nasıl iyileştirilebilir?)

Zdravko LACKOVIC
Zagreb University

LECTURE (10:05-10:35)**“Danışman - PhD Öğrencisi İletişimi”**

(Communication between Supervisor and PhD Candidate)

Ayşegül ÖZERDEM
Dokuz Eylül University

PROBLEMS/SOLUTIONS

Introduction to group discussions

Michael MULVANY
Ferhan SAĞIN

(10:40 – 11.10)

Coffee and break into groups(11:10- 11.30)

Groups Discussions 2
Grup Çalışmaları 2
11:30-13:00

PhD supervision in Biomedicine and Health Sciences. Communication between student and supervisor
(Danışman-Öğrenci İletişimi)

Topics	Group 1	Group 2	Group 3	Group 4
1. The supervisor-candidate (weekly) meeting	Moderators:	Moderators:	Moderators:	Moderators:
2. Active listening	Michael MULVANY	Zdravko LACKOVIC	Hakan ORER	Gül Güner AKDOĞAN
3. Providing text feedback Career development	Ferhan SAĞIN Zihni Onur UYGUN	Mine DOLUCA DERELİ Elif BARIŞ	Banu DEMİR Duygu HARMANCI	Zuhal BAHAR Özgül KARAYURT

LUNCH and Poster Viewing (13:0-14:00)

Group Discussions 3
Grup Çalışmaları 3
14:00-15:00

PhD Supervision in Biomedicine and Health Sciences. Case studies.
Biyotıp ve Sağlık Alanlarında Doktora Danışmanlığı. Olgu tartışmaları.

Topics	Group 1	Group 2	Group 3	Group 4
1. Promoting responsible conduct in research	Moderators:	Moderators:	Moderators:	Moderators:
2. Conflict management	Michael MULVANY Ferhan SAGIN Zihni Onur UYGUN	Zdravko LACKOVIC Mine DOLUCA DERELİ Elif BARIŞ	Hakan ORER Banu DEMİR Duygu HARMANCI	Gül Güner AKDOĞAN Zuhal BAHAR Özgül KARAYURT

Presentations of Small Groups and Discussion

Moderators

15:00-16:00

Coffee break

16:00-16:20

OPEN FORUM: -CONCLUSIONS

Suggestions, Recommendations, "What to do Next?"

Hakan ORER, Gül Güner AKDOĞAN
Zdravko LACKOVIC, Michael MULVANY

16:20-17:00

Evaluation of the Workshop

Gül Güner AKDOĞAN
Ferhan SAĞIN
Emre DAYANÇ

17:00-17:30

Closing

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ORPHEUS Perspective

**DAVETLİ KONUŞMACI ÖZETLERİ
[INVITED SPEAKERS ABSTRACTS]****D-01
GOALS OF HIGHER EDUCATION IN 21ST CENTURY**

Sezer Komsuoğlu
CoHE President's Senior Advisor,
EUA Research and Innovation Committee Member, Ankara

Higher Education of the 21st century is shaped by many new concepts in the World and in our country in the last 10 years. Concepts such as digital transformation, digital flow, intelligent specialization, specialization in thematic education, entrepreneurship, social innovation, justice in gender equality come first. In particular, research needs to be directed towards research centers and centers of excellence. For this reason, international networks are of great importance. Besides undergraduate education, universities need to educate qualified human power to academia and industry. This is possible through doctoral programs that are active, comprehensive and directed at countries' priority areas.

In Turkey, there is a total of 206 higher education institutions including 129 public and 77 foundation institutions. As of June 2018, these universities have 77 thousands academic staff (including Asst. Prof., Assoc. Prof. and Professor), 158 thousands lecturers, and 7.5 millions students. For the last 3 years, Council of Higher Education (CoHE) has set the following goals; quality in higher education, mission differentiation in regional development, and 2000 doctoral fellowships in 100 thematic field with the project of 100/2000. The council has selected 15 universities as research universities (10 main, 5 nominees). Our country is in great and serious expectation, especially from these universities on research and innovation.

We need to keep the "Impact Factor" factor at the forefront in all kinds of studies so that research conducted in our universities can take a serious place in world literature. We should also establish stronger links with international centers in interdisciplinary studies. Universities should create critical masses in project based research and selected areas. In other words, there should be research laboratories and researchers who can be strong in several subfields. In 2017-2019 academic year, we have 2.555.926 students in associate degree programs, 4.021.579 students in undergraduate programs, 480.215 students in master's programs, and 91.267 students in doctoral programs. As seen, especially for PhD education we need to work hard to increase more qualified doctoral research and also more PhD holders

**D-02
BEST PRACTICES FOR PHD TRAINING**

Michael J. Mulvany
Department of Biomedicine, Aarhus University, Aarhus, Denmark
Chair, ORPHEUS Labelling Board

The PhD degree was established in Berlin 200 years ago, and has since spread across the whole world. While there is general agreement that the degree is awarded in recognition of successfully completed research training, there has been increasing recognition that PhD training is directed not only at academia but also employment outside of academia. Also that supervisors now often have many PhD students in contrast to the original one-on-one arrangement. To meet these new challenges, ORPHEUS has developed the ORPHEUS "Best Practices for PhD Training" document¹ that contains 68 recommendations concerning the research environment, outcomes, admission criteria, content of programmes, supervising (US: mentoring), the PhD thesis, assessment of the thesis, and graduate school structure. The Best Practices document has been developed over many years and represents a consensus of graduate schools from almost all European countries. This document is now offered to the academic community as a tool to allow institutions to reflect on their graduate programmes and through this process to develop their programmes further. The document also allows direct comparison of PhD programmes at different institutions. In this presentation, some aspects of US and European PhD programmes will be presented and compared with PhD programmes in Turkey. In particular, there will be focus on supervision

practices that may provide a stimulus for further advances in this important area.

¹published 2016 by ORPHEUS (Organisation for PhD Education in Biomedicine and Health Sciences in the European System) and AMSE (Association of Medical Schools in Europe). See www.orpheus-med.org.

**D-03
RESEARCH TRAINING AND SUPERVISION**

Hakan S. Orer
Koç University, School of Medicine, İstanbul

Ph.D. education is defined as "training by research for research" (EURODOC, 2005). The ultimate aim is to produce a qualified workforce and academics who are capable of conducting independent research. Since the inception of the modern university system in the early 19th century, doctoral education has been considered one-to-one training with the close direction of an accomplished "professor" who guides and witnesses the progression of the student. Ph.D. education requires a creative and productive environment for research. It is necessary to have a sustainable research "ecosystem" where talented people gain access and contribute to scientific knowledge by producing original work. A critical component of this training is the role played by the supervisor. The supervisor must be an active researcher, with a good track record of publications in the relevant area, and be able to serve as a role-model. Besides the principal supervisor, a co-supervisor(s) may be appointed when multidisciplinary research is concerned. The supervisor-PhD candidate relationship determines the outcome and may become the cause of the failure. In the beginning, the power distance between supervisor and the student is substantial. As the student progresses, this asymmetric relationship becomes trivial, and a bond in equal terms is formed. Not every good researcher becomes a good supervisor. However, good supervisor skills can be acquired through training and effort. Some institutions have already established programs destined to develop supervisor-skills and develop criteria to evaluate the performance of supervisors. Such measures may serve to promote best practices in Ph.D. education and increase the quality of doctoral education.

**D-04
ROLE AND RESPONSIBILITIES OF A SUPERVISOR**

Mine Doluca Dereli
Dokuz Eylül University, Faculty of Medicine, Department of Medical Microbiology, İzmir

PhD education, which is called the black belt of education, is the process of training which produces an independent researcher who can do original and qualified research from someone who has finished his undergraduate education. Student, supervisor, institution and the regulations are the main components of PhD education. According to Salzburg recommendations, "arrangements for supervision should be based on a transparent contractual framework of shared responsibilities between doctoral candidates, supervisors and the institution".

Supervision, which is nowadays accepted as a specialised branch of teaching plays a crucial role in the PhD study and it needs special effort and time. Generally it is the supervisor's role to contribute to teaching the PhD student how to think academically in the particular area and how to manage research process.

A good supervisor should be able to work successfully in the four quadrants of a competing values framework considering two dimensions which consist of flexibility - discretion and internal - external orientations. He should be innovator, broker, producer, manager, coordinator, observer, facilitator and advisor. He should also play an integrative role among these. The supervisor should be enthusiastic about the project, should have enough knowledge, experience and network, willing to give time and energy for that project and student. He should not only be the thesis supervisor but he should also function as a trainer, mentor, observer and a mental coach. Shortly, a supervisor should provide support and structure, correct when necessary and finally, let go on the way to become an independent researcher and scientist.

ORPHEUS Perspective

As a result, it can be concluded that good strategic planning, good communication, honesty, professionalism, learning from the errors and enough time and energy are necessary for a successful supervision.

Keywords: Supervisor, mentor, PhD education

D-05 ORPHEUS BEST PRACTICES AND THE STATUS OF PHD EDUCATION IN HEALTH SCIENCES IN TURKEY

Gül Güner Akdoğan

Izmir University of Economics, Graduate School of Health Sciences,
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ORPHEUS (Organisation for PhD Education in Biomedicine and Health Sciences in the European System) was inaugurated in 2004 (Founder: Prof. Zdravko Lackovic) and presently encompasses over 100 PhD institutions in Europe. Its aim is to develop the quality and the output of the PhD programmes in biomedicine and health sciences. ORPHEUS has inaugurated the "Best Practices" Document (Editor: Prof. Michael Mulvany), which guides the Graduate Schools in developing their PhD programmes in the European system. The PhD training programmes in Turkey, in general, differ from the "Best Practices" recommendations of ORPHEUS in the following points: there is an "overemphasis" on course-work; the transferable skills courses are not offered in a rich variety; the time allocated for research is not sufficient; in the majority of the Graduate schools of health sciences, there is no "prerequisite" published paper /papers on the thesis; the supervisor is generally a voting member of the PhD Thesis Jury, and very few graduate schools have "supervisor training courses". ORPHEUS has been collaborating with many institutions in Turkey over the past decade. Presently, nine Graduate Schools of Health Sciences in Turkey are institutional members of ORPHEUS. There have been "winds of change", supported by the Higher Education Council of Turkey (YOK), which inaugurated a reform, in several graduate schools, from a "Course-Based" PhD programme, to a "Research-Based" structure. Turkey, with its recent progressive increase in the global contribution to the scientific output in biomedical sciences and the increasing number of institutional members of ORPHEUS, is expected to hold a significant impact on the promotion of PhD training in Europe.

D-06 PREPERATION FOR ORPHEUS LABEL: DOKUZ EYLUL UNIVERSITY GRADUATE SCHOOL OF HEALTH SCIENCES (DEU- GSHS) EXPERIENCE

Hüray İşlekel

Department of Medical Biochemistry, School of Medicine, Department of Molecular Medicine, Graduate School of Health Sciences, Dokuz Eylül University, Izmir

DEU-GSHS offers more than 30 departmental programs and 11 multidisciplinary programs for PhD students with a total number of currently enrolled 812 candidates. GSHS was awarded an ORPHEUS Label on October 8th 2015. The process toward the label developed quite fast, yet highly productive. "ORPHEUS Labeling Preparation Committee" in charge of the preparation procedure was assigned on March 2014; the application was made on April 2014. Initially, GSHS was asked to provide the "Core data" covering general information about the PhD program. Moreover a random sample of articles based on recent thesis and the most recent student evaluation of the program was also provided. Then, "Self-evaluation Report" was submitted to the Labeling Board. In accordance with the initial evaluation results, some regulatory revisions were accepted by the university senate. Evaluation Committee site-visit was held on July 2014. Following brief information sessions, meetings with heads of the department, supervisors and candidates were held. The result of the evaluation report GSHS fulfilled most of the basic standards, however there was still need to adjust the rules to improve some points including, the overload of theoretical courses, no clear limit to the length of training, insufficient feedback from the candidates, no follow-up of PhD Graduate etc. Following nearly a one year length hard work to implement the suggested changes to practice, GSHS was awarded with the label. In this talk, as the head of the "Labeling Preparation

Committee", DEU-GSHS labeling experience will be summarized and suggestions for the maintenance will be briefly given.

D-07 RESEARCH-BASED PHD EDUCATION: PRACTICES OF DOKUZ EYLUL UNIVERSITY HEALTH SCIENCES INSTITUTE

Meral Karaman

Dokuz Eylül University, Health Sciences Institute, Izmir

Bologna, a reformatory process aiming to create a European Higher Education Area and European Research Area, sees PhD programs as a tool to build a "knowledge society" and emphasizes that the advancement of learning should be facilitated by making original research. ORPHEUS (Zagreb-2004, Aarhus-2009) reports of common consensus also support this approach.

Dokuz Eylül University (DEU) Health Sciences Institute (HSI) started "Research-based PhD Education" following the regulation of "A change in the DEU Postgraduate Education and Teaching Regulations" (RG: April 5, 2005, 25777). In this subject DEU HSI has been the first in Turkey and one of the few examples in the World.

The PhD student quotas are determined according to the number of available project/thesis topics; the advisor candidates and thesis topics are announced accordingly. Also, the students may pick their advisors, research area and thesis topic right at the beginning. Consequently, the advisor can assess the students' knowledge and capabilities (portfolio examination) during the application process in order to guide the students about independent research, tackle scientific problems thoroughly, analyse the obtained throughput to come up with new syntheses and ask inquisitive questions. Correspondingly, the amount and quality of the scientific output derived from the project are expected to increase. Our university's scientific research projects coordination unit has also taken a role in this process by supporting the postgraduate thesis research projects and providing the necessary resources for them. Teaching plans have been modified as: Courses on the culture of Science and Research (Group 1), HSI courses (Integrated or problem/project-based) (Group 2), Department-specific courses (Group 3) and/or thesis-specific courses (Group 4). DEU HSI is celebrating its' 35th year in postgraduate education as an entity that adopted the "Research-based PhD Education" approach in 2005, shortly after it emerged in the world at the end of 2003. "Research-based PhD Education" approach has made significant contribution to label processes of Bologna (2012) and ORPHEUS (2015).

Keywords: Dokuz Eylül University, PhD education, research, knowledge society

D-08 HOW TO MATCH 'BEST PRACTICES OF ORPHEUS' TO TURKEY'S LAWS AND REGULATIONS? EXPERIENCE OF HACETTEPE UNIVERSITY GRADUATE SCHOOL OF HEALTH SCIENCES

Bilge Pehlivanoğlu

Hacettepe University, Graduate School of Health Sciences, Ankara

Hacettepe University Graduate School of Health Sciences (HU-GSHS) has an 50 years of experience in graduate education and organise and execute 152 programs of 60 departments, where 71 are PhD housing 879 PhD candidates. As a large institute of a long history we have institutional traditions and also legal legislations to be followed, however as the motto of Hacettepe University our supervisors and students always have the enthusiasm for improvement.

As we initiated our odyssey for ORPHEUS labelling by completing the self evaluation questionnaire we, as the administration of HU-GSHS, realized that in many aspects we are in line with the requirements. However, there were issues that doesn't fit. The major points were; establishment and members of the thesis evaluation committee, long duration of courses so that time for research is limited and in accordance low number of publications out of PhD thesis. We employed a series of changes in the 'Application Principles' of HU-GSHS by the participation of the academic board of HU-GSHS to match our programs to ORPHEUS requirements in the frame of Turkey's legal regulations on graduate education. These major changes in general appreciated and started to be employed by the shareholders of the HU-GSHS, as well. Eventually HU-GSHS was awarded with ORPHEUS label in 16 April, 2018.

ORPHEUS Perspective

D-09

ADAPTATION WORKS OF KOCAELI UNIVERSITY TO ORPHEUS STANDARDS

Sema Keçeli, Deniz Şahin

Institute of Health Sciences of Kocaeli University, Kocaeli

Background: Our Institute first applied for ORPHEUS labelling at 2016. Our application was evaluated and then presite visit of ORPHEUS labelling committee occurred in this year. Our aim is to express our adaptation studies for ORPHEUS in order to guide for other Institutes. Materials and Methods: First, in order to apply for ORPHEUS labelling, an application form obtained from website has been filled. After presite visit, the suggestions for standard PhD programme has been followed and shortly after, they have been started to be applied.

Results: First, two years course in PhD programme was reduced to one and a half year. Second, it has been decided at Institutional management board that supervisor has no right to vote in that case assessment committee of thesis consists of six members; two academicians from other Universities, three members from own department or related departments of our University and supervisor. Third, in order to be graduated, before submission of thesis, PhD candidate has to publish/accepted one paper in a journal indexed in SCI or SCI/expanded, one paper published/accepted in non-SCI indexed journal and one manuscript that has to be sent to a SCI journal. This rule has just been accepted at our graduate school board. It has been decided that new regulations would start at 2018-2019 education period.

Conclusions: Working for ORPHEUS labelling process improved our PhD programme. By reducing the duration of courses, it was assumed that PhD candidate would have more time to do research project and publish high quality papers

D-10

NURSING PhD PROGRAMS IN TURKEY AND ORPHEUS

Zuhal Bahar

Koç University, Faculty of Nursing, İstanbul

The first doctorate program of Turkey was opened in 1937 at Ankara Institute of Agriculture. On the basis of university, İstanbul University started its doctorate program in 1939. The first Nursing doctoral education was started in 1972 at Hacettepe University. In accordance with the Higher Education Law number 2547 effectuated in 1981, postgraduate education is provided by university extensions today in Turkey. With regard to expectations from doctorate programs and grad students of these programs, there are specific criteria of universities except criteria of the Council of Higher Education (YOK). Besides member universities improve their doctorate programs according to ORPHEUS standards. 6th ORPHEUS conference took place in İzmir in 2011 with regard to indicators of Doctorate Education quality. Besides Quality Indicators of Doctorate Program in Nursing themed symposium was organized in 2012 in İzmir by DEU Faculty of Nursing. ORPHEUS standards include that; Research Environment, Program Outputs, Acceptance Criteria of Doctorate, Doctorate Education Programs, Criteria of Consultancy, PhD Thesis, Evaluation and Structure of the Committee. In this article will be discussed; Nursing PhD programmes in Turkey according to ORPHEUS standards and YOK's criterias.

There is the use of model/theory as a part of quality indicators of nursing PhD thesis in some universities.

Nursing PhD programs in Turkey include some models as Health Promotion Model (N. Pender), Health Belief Model (Hochbaum, Rosenstock and Kegels), Breastfeeding Self Efficacy Theory (Dennis), Roy Adaptation Model (Sr. Callista Roy) etc and Conceptual Structure (CTE), (CONCEPTUAL), (THEORETICAL), (EMPRICAL)

D-11

HOW TO IMPROVE PHD SUPERVISION CULTURE IN AN INSTITUTION?

Zdravko Lacković

ORPHEUS Founding President (2004-2014)

University of Zagreb School of Medicine, Zagreb, Croatia

Supervision or mentorship is process determined by dynamic

relationship between supervisor and a PhD candidate. By entering into a PhD program without a research experience, the student is heavily dependent on experienced supervisor, almost like a child is dependent on father or mother. With the growth of experiences the desire for self-reliance is growing (as adolescence in biological growth) and at the end of the maturation process ideally the collegial-competitive relationship develops, in best situation turning into long-term friendship and admiration. Sadly, opposite to that relationship characterized by hostility can arise. Scientific as well as any human relationship depends on character of the persons and their environment and cultural values. There are numerous empirical studies on what students expect from a good mentor. There is much less research about what motivates mentors to work with students and what mentors expect from students. There is almost no empirical study of outcome of this process. What leads to the best results on PhD program? Indeed, about the most desirable outcome of the doctoral research there is only a very broad and general consensus: the development of young researchers ready for challenges in their narrow research area but also capable of transferring that experiences to other areas of life, especially capable to creatively solve problems that are new and unsolved before. What is necessary to create and/or improve culture that will stimulate supervision process with such outcome? In general it is necessary to have environment that nourishes academic honesty and freedom that is transparent, awarding and collegially competitive. However reality could be much different. On one side we have institutions where interpersonal relationships, behind polite behavior are often in line with that Latin "homo homini lupus", and where PhD students are no more than cheap labor force aimed to realize project and/or ambitions of supervisor /or institution. On opposite side we have autarchic institutions, without critical mass, without noteworthy international collaborations, or appreciation of international standards ("isolated island effect"), where rules are accommodated according to nepotism, familiar or ethnic, economic, political, or other influences, where the assignment of mentorship is nothing else but to satisfy such desires. Ideally, as reflected in ORPHEUS Standards or more recently Best Practices document supervision or mentorship is responsible relationship, of utmost importance for of institutional development that should be appropriately awarded and socially acknowledged.

D-12

COMMUNICATION BETWEEN SUPERVISOR and PhD STUDENTAyşegül Özerdem^{1,2}¹Dokuz Eylül University, Faculty of Medicine, Department of Psychiatry, İzmir²Dokuz Eylül University, Health Sciences Institute, Department of Neuroscience, İzmir

It is possible to build a conceptual model for supervising as being consisted of academic and psychosocial domains. Good communication can be considered as one of the attributes of the psychosocial domain of an effective supervising. Poor communication not only can disturb building of trust, it also leads to poor outcome. Research showed that the more positive perception of a communication competence a supervisor can build, the more competence his/her student can sense in the supervising process which in turn increases the perceived credibility of the supervisor. Maintaining involvement in the conversation, speaking the truth, showing respect even in case of disagreement, and permitting discomfort as a tool for promoting personal growth have been defined as four essential characteristics of good communication skills in mentoring. In general, listening is considered the most fundamental component of interpersonal communication skills. However, what really makes a difference is the use of active listening which not only means focusing fully on what the other is saying, but also showing verbally and non-verbally that you're listening. Active listening involves listening with all senses. Non-verbal signs of active listening include listening, smiling, keeping a good eye contact, keeping a posture which shows that you are actively involved in the conversation, mirroring and not allowing distraction whereas positive reinforcement, remembering, questioning, paraphrasing, clarification and summarization are the verbal signs of active listening. A concrete, clear and constructive language by the supervisor is a must in the communication between the supervisor and the student.

Keywords: Communication, Supervisor, PhD student, active listening

ORPHEUS Perspective

**POSTER SUNUM ÖZETLERİ
[POSTER PRESENTATION ABSTRACTS]****P-01
RESULTS OF SUPERVISOR QUESTIONNAIRES AT KOCAELI
UNIVERSITY**

Sema Askın Keçeli, Deniz Şahin
The Institute Of Health Sciences Of Kocaeli University, Kocaeli

Background: According to ORPHEUS criteria, supervisor surveys that should be done regularly are quite important. The aim of this study is to evaluate the results of supervisor surveys in post-graduate education at our Institute.

Materials and Methods: One page questionnaire forms consisting of 20 questions were given to all supervisors. The answers were evaluated as percentages and discussed at "Supervisor training course" on January-2018 at our Institute.

Results: Totally 45 supervisors filled questionnaires. The academic positions were as follows: 41% Professor, 29% Associated Professor, 27% Assistant Professor and 3% training personnel. The year spent as supervisor were grouped as: >11 years, 6-10 years and <5 years. For Professors: 58%, 34% and 8%; for Associated Professor: 22%, 33% and 45%; for Assistant Professors: 29%, 43% and 28%, respectively. Supervisors publishing papers from thesis were 53% and 54% of them were published in indexed journals. The ratio of papers from PhD and MSc thesis were 52% and 48%, respectively. Supervisors encouraging ERASMUS were 29%. The awareness about ORPHEUS was 61%. Supervisors thinking course work should be 4 semestere and 3 semestere were 48% and 52%, respectively. 61% think that 4 years-PhD program is enough. Career advice ratio was 82%. Ethical difficulties were 39%.

Conclusions: Supervisor survey is significantly important in ORPHEUS labelling process improving the correlations between supervisors and Institute. It reflects the quality of PhD programme. The improved supervisor survey seems like a self control mechanism that would be helpful for all Health Sciences Institutes trying to achieve best practices of ORPHEUS criteria.

Keywords: Orpheus, supervisor, questionnaire

**P-02
EXPECTATIONS FROM POSTGRADUATE EDUCATION OF
STUDENTS IN VARIOUS HEALTH PROFESSIONALS**

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¹Dokuz Eylül University, Graduate School of Health Sciences, Izmir

²Dokuz Eylül University School of Physical Therapy and Rehabilitation Izmir

Background: The success of postgraduate education (PGE) is closely related to meet students' expectations. Therefore, it is important to reveal expectations for PGE. The aim of this study is to investigate the expectations of students in various healthcare professions from PGE and to identify their prioritized expectations.

Materials and Methods: A total of 59 participant who were upcoming to graduated from the department of physiotherapy and rehabilitation (n = 35), nursing (n = 17) and nutrition and dietetics (n = 7) and considering applying to PGE were included this study prospectively. Participants' expectancies were questioned according to four topics (increased professional competence for clinical practice and research, enhanced interprofessional collaboration, personal development, increased quality of patient care) set forth by a previous research to identify students in the healthcare profession's expectations of PGE. Participants were asked to indicate their expectations for PGE and rank these expectations in priority order.

Results: As a primary expectation from PGE; 64% of the participants (n=38) selected " increased professional competence for clinical practice and research ", 22% (n=13) " personal development" and 14% (n=8) " increased quality of patient care " options. While the expectations of 78% of participants (n=46) include 4 options, among the expectations of 22% of participants (n=13); There were no "enhanced interprofessional collaboration", "increased quality of patient care" and "personal development" options [respectively; 19% (n = 11), 12% (n = 7), 3% (n = 2)].

Conclusion: Most students in the healthcare profession have multiple expectations from PGE. The most primary expectation that students aim to achieve is to increase their professional competence for clinical practice and research.

Keywords: Postgraduate, education, expectation

**P-03
ASSESSMENT OF THE GRADUATE STUDENTS OPINIONS FOR
THE EDUCATION AND SCIENTIFIC ACTIVITIES AT THE
INSTITUTE OF HEALTH SCIENCES IN BEZMIALEM VAKIF
UNIVERSITY**

Binnur Aydoğan Temel, Semra Özcelik
Institute of Health Sciences, Bezmialem Vakif University, İstanbul

Background: The mission of the Institute of Health Sciences is to train expert scientists in various health related fields and increase the research activities in national/international scientific projects. Therefore, our institute provides graduate education for the related education branches of the Faculties of Medicine, Dentistry, Pharmacy and Health Sciences, and interdisciplinary departments of Biotechnology, Pharmacognosy and Natural Products Chemistry, Neuroscience, Disaster Medicine, and Disaster Management. In this study we aimed to investigate the graduate students' opinions for the education and scientific activities at the Institute of Health Sciences.

Methods: The data was collected via a questionnaire consisting 22 questions. The answers were collected and analyzed by Excel software. In the first part of the questionnaire form, participants were asked to evaluate different aspects of the education (application, content, attendance, course handling) by indicating their level of agreement with each statement along the 5-point Likert scale (1= strongly disagree, 2= disagree, 3= neutral, 4= agree, 5= strongly agree). In the second part of the form some two-point questions were asked in order to evaluate scientific activities of the graduate students. 40% of the participants were PhD students while 60% were MSc students.

Results: 118 of 140 graduate students completed the questionnaire placed in the student automation system. Most of the students strongly agreed (24.8%) or agreed (37.6%) with the application requirements to the graduate programs. About half of them strongly agreed (17.8%) or agreed (36%) with the education of the institute. According to the second part of the questionnaire, 62% and 92% of the thesis students didn't received a financial support from the University's Scientific Research Projects Unit (BAP) and The Scientific and Technological Research Council of Turkey (TUBITAK), respectively. Only 23% of the thesis students participated to a national/international conference. 20% of them prepared manuscripts for publication or published their thesis studies in national or SCI journals.

Conclusion: In general, most of the students are satisfied with the education given at the institute. On the other hand, results of this study suggest that the students need more support for article writing, paper presentation, participating in congresses and projects.

Keywords: Graduate students, education, scientific activities

**P-04
ACADEMICIANS PERSPECTIVE FOR THE APPLICATION
REQUIREMENTS TO THE GRADUATE PROGRAMS, EDUCATION
AND FUNCTIONING OF THE INSTITUTE OF HEALTH SCIENCES IN
BEZMIALEM VAKIF UNIVERSITY**

Semra Özcelik, Binnur Aydoğan Temel
Institute of Health Sciences, Bezmialem Vakif University, İstanbul

Background: Institute of Health Sciences of Bezmialem Vakif University (BVU) has been established in April 24th, 2010. The mission of the institute is to meet the need of teaching staff and to increase the research activities in national/international scientific projects by raising researchers and expert scientists who have made scientific thinking in various health related fields and who are trying to produce solutions by questioning contemporary knowledge. Consequently, we believe that the self-assessment obtained from all partners is crucial. In this study we aimed to evaluate academicians' perspective regarding to the application requirements to the graduate programs, education and functioning of the institute.

ORPHEUS Perspective

Methods: A questionnaire composed of 18 questions was applied to the academicians who are giving graduate lectures and supervising graduate students. A 5-point Likert scale was used to increase response rate and quality. Participants attended to the study were Full Professors (42.4%), Associate Professors (30.3%) and Assistant Professors (27.3%).

Results: The total number of academicians who are giving graduate lectures and supervising graduate students is 52. Only 33 of them completed the questionnaire. The majority of academicians strongly agreed (48.5%) or agreed (39.4%) with the application requirements to graduate programs. 25.6% and 30.6% of the participants strongly agreed and agreed with the education of the institute, respectively. While most of them strongly agreed (27.3%) or agreed (42.4%) with the functioning of the institute, it was interesting to find out that an important number of academicians (33.3%) were not aware of the institute website.

Conclusion: The data obtained from this study indicates that academicians in general concur with the application requirements and they are satisfied with the education and functioning of the institute. However, the numbers should be improved to serve our mission better.

Keywords: Graduate education, application requirements, academicians

P-05 STUDENT RESEARCH AND EXCHANGE PROGRAMME (Kocaeli University Medical Faculty-Harvard University T.H.Chan)

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Background: In the last 20 years, one of the top heading in the education of the universities is the international studies at the education of students in all levels. Today, 4 million students study abroad from their homeland and in the year of 2025 this number will be nearly 15 million (Jibeen T and Asad KM, 2015, IJERE).

Our partner in this project, is the Harvard University T.H. Chan School of public health started as a public health school in 1913 with the Harvard MIT partnership. From 1946 until now, carry out the studies independently, it accepts the health as a "global concern".

Methods of the Project: This exchange programme between Kocaeli University -Harvard developed by one of our graduated students from the Medical Faculty whom was involved in a medical research project in the Harvard. By his advice this new program developed and goes on reciprocally within two steps. Every year postdoc researchers from Harvard visit our medical school and give presentations and attends workshops in Kocaeli University. Three medical students from Kocaeli University visit Harvard CHAN school and present their own projects which are carried out with faculty members in Kocaeli. They also attend to lectures, to social programmes and to workshops for 10 days in Harvard. With this programme, 10 medical students from Kocaeli University had the chance to visit Harvard and present their work. Also 16 postdoc researcher from Harvard visit Kocaeli University Medical Faculty. Kocaeli University pay special importance for this programme, sponsor the students with financial funds.

P-06 THE IDEAL PHD MENTOR-5 IMPORTANT POINTS

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Background: Some mentors assume that by the time student's graduate from first degree programs, they are adequately prepared to carry out research projects independently and with minimal supervision. However, most undergraduate programs don't prepare students for neither independent research nor private work. Mentoring is needed in either case.

Materials and Methods: To define an ideal mentor we tried to define the most important points in mentoring through literature reviews, personal experience, and real case problems. Later define the most important five.

Results: The most important five points for an ideal mentorship is

1. The expectations of the doctorate and the mentor should be clearly defined and agreed.
2. Supervisor and student should design and implement a feasible working plan at the very beginning of the program.
3. Easily manageable with weekly supervisory meetings.
4. A supervisor when needed will protect the doctorate from the system of Bureaucracy
5. Mentor make an effort to know and appreciate the goals and interests of every student and help steer each one toward greater initiative, confidence, and independence.

Conclusions: Between the supervisor and the student, there should be completely open communications, mutual respect, understanding, and empathy. Ideally, the supervisor should be an expert teacher, a mentor, and a facilitator to catalyze the student's professional growth, such that the student's accomplishment is limited only by the extent of his or her ability. Invest your trust only in decent and reliable people who will repay it, not betray it.

Keywords: Ideal mentoring, second cycle education, third cycle education

P-07 MENTOR AND SOCIAL PROTECTION: DISCUSSION OF MATERNITY LEAVE

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Sample Case: A female Ph.D. student is employed as a scholar in a 36 month project supported by TÜBİTAK. Within the project calendar, it has been stated that, in one of the progress report processes, the executive has made a change in the project team. The health problem (pregnancy and childbirth) of the scholar is justification by executive to take scholar from position, remove her from the project and replace her with someone else.

With this case, it is aimed to examine the gender inequality in the academy as well as to raise the awareness of the mentor and the mentee about the victimization that may occur.

Discussion: Unfortunately it is frequent to witness dismissals and/or position changes due to pregnancy and childbirth as an example of gender inequality. According to our laws, removal from work due to pregnancy and birth is certainly not a valid termination. Our laws say that removal from work for pregnancy and birth is certainly not a valid termination. So, in the sample case, the position of the scholar has been changed for an invalid reason. It is contrary to the principle of equality. The situation of the scholar should be considered as "maternity leave". After returning from the maternity leave, the scholar must be placed in the same position again. It is not a health problem. A woman who has only a physiological process (giving birth) should not be deprived of her legal rights.

Conclusion: In this presentation, the attention is drawn to the problems that scholars in TÜBİTAK projects experience on the basis of gender inequality in benefiting from social protection. In order to ensure gender equality in the academic world, no one should be discriminated against because of their gender, everyone must have equal conditions in terms of rights and opportunities.

Mentors should ensure that their students are treated in accordance with the labor law as a social protection. They should be aware and create awareness in their surroundings. In order for the regulations to be truly social protection, it has to be adopted and implemented in the academic world.

Keywords: Mentor, post-graduate education, pregnancy, maternity leave, gender inequality, social protection

P-08 REFLECTIONS FROM EGE UNIVERSITY MEDICAL SCHOOL'S CLINICAL INTERNSHIP MENTORING PROGRAM (2011-2018)

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Ege University Medical School (EUMS) initiated integrated clinical internship in 2011. The need for a mentor faculty staff who would closely monitor the student in knowledge and skill gains and guide when needed was well established. The role of this mentor was also crucial to oversee the problems in the internship program. Thus, this study reports the results of the establishment and application of the clinical internship mentoring program in EUMS, under the light of 7 years of experience.

The clinical internship mentoring commission was formed by the EUMS Deanship. The commission evaluated similar published programs from all over the world. In parallel, focus group interviews were conducted with students for needs assessment. Finally, the program was initiated by announcing the student-mentor matches and the procedure which is based on meetings of the student-mentor at the 1st, 8th and 13th weeks of the integrated internship. This meeting was designed to be a time to evaluate the student's internship progress file and discussion of any related issues. The assessment of the file was performed by the mentor and this contributed to the 5% of the final internship success grade.

The results indicated positive (ideal mentorship examples of some faculty in guiding and motivating the student, facilitating to social activities, etc) and negative (misconceptions about mentoring among the faculty, problems in the meeting time arrangements of the mentor-student, etc) outcomes. Evaluation of 7 years of experience lead to the agreement that a unique and separate system of mentorship program for clinical internship was not needed anymore and the program should be integrated into the newly established 'Supervision System' that starts at the 1st year of the medical school.

The outcomes of this program indicate that mentorship should be based on voluntary basis. It is clear that professional/semi professional mentoring education workshops will be helpful for faculty. We propose that the follow-up of the student by the same mentor through the medical education will increase the academic success of the student and the effectiveness of the mentoring program.

P-09 THE OPINION OF SUPERVISORS IN HACETTEPE UNIVERSITY GRADUATE SCHOOL OF HEALTH SCIENCES ON SUPERVISOR TRAINING

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Background: Hacettepe University Graduate School of Health Sciences (HU-GSHS) organizes and executes 152 graduate programs in 60 Departments where there are 742 potential supervisor for more than 1800 students. The distribution of this number among professors, associate and assistant professors is 65.2%, 27.4% and 6.75% respectively. Since there was no structured supervisor training previously, we aimed to learn the attitudes of supervisors before the first certificated training program specified for graduate education.

Method: All the registered supervisors of HU-GSHS were asked to complete an online questionnaire. The questionnaire included 7 open-ended and multiple-choice questions regarding supervisor training.

Results: The number of faculty, actively supervising at least one graduate student enrolled in the programs of HU-GSHS is 412. The percent of supervisors completing the questionnaire was 52.9 %, they were distributed as 57% professors, 25.5% associate professors and 16.8% assistant professors (Total number was 219). The 45.7% of them stated to have more than 10 years of supervising experience, whereas 82.7% of the supervisors declared not to have an education on supervising skills. 90.6 % of the supervisors who had an education (17.3%) declared that the contribution is very helpful. Information on legal legislations, ethical issues and funding regarding graduate thesis in addition to stress and time management and rights and responsibilities of supervisor and student are the main topics specified to be included in supervisor training prominent.

Conclusion: Despite of long experience in graduate education supervisors in HU-GSHS lack a systematic and structured training for

supervision. This supports our plan for regular courses on supervision and enables us to adjust the program accordingly. In addition our results suggest that the supervisors realize the need for supervisor training, as well.

Keywords: Graduate education, supervisors, training

P-10 OPINION OF GRADUATE STUDENTS ON ACADEMIC ADVISORY AND ACADEMIC PROCESS

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Background: This research is structured in accordance with the qualitative research paradigm in order to determine the views of graduate students on academic counseling and academic process.

Materials and Methods: in the research group, there are 15 graduate students studying at the Department of Nursing principles in the Department of Health Sciences of Erciyes University, Spring term, 2017-2018 academic year. The study was carried out with 11 students because 2 students stopped education and 2 students refused to participate in the study. A semi-structured questionnaire prepared in accordance with the literature was used as a data collection tool. Interviews were conducted face-to-face with students and lasted about 20 minutes. N vivo 8 program was used for content analysis of data. Before starting the research, the permission of the Institute of Health Sciences of Erciyes University and the approval of the Ethics Committee of Erciyes University social and Human Sciences Ethics Committee were obtained.

Results: Five of the graduate students participated in the study were PhD, 6 of them were graduate students and 2 of them were male and 9 of them were female. They emphasized the importance of the interpersonal communication between the student and the student as regards academic counseling, the role model and guidance of the students, the role of the student in the development and development of the student, and the ease of reaching the client by phone and by mail when they need it. The students think that graduate education guides to scientific studies, educates qualified people, gains different perspectives, develops research skills, develops thinking and interpreting skills, provides the opportunity to follow up with current knowledge and latest developments in the profession.

Conclusion and recommendations: it is recommended that the faculty members be more closely involved and more concrete arrangements should be made in order to ensure academic development with the students whom they are mentoring.

Keywords: Academic counseling, graduate education, academic process.

P-11 TOWARDS ORPHEUS LABELLING STANDARD: DOKUZ EYLÜL UNIVERSITY GRADUATE SCHOOL OF HEALTH SCIENCES EXPERIENCE

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DEU-GSHS has been awarded an ORPHEUS Label in October 2015. Currently, 191 ORPHEUS PhD candidates are enrolled in 28 programs. The process toward ORPHEUS label lasted nearly fifteen months, quite short for such a complicated task. Following a thorough assessment of "Self-evaluation Report" prepared by GSHS, Evaluation Committee (EC) site-visit was held on July 2014. In accordance with the report of the EC, Labeling Board put forward following recommendations to the Institute: 1. Overload of programs with theoretical courses should be further reduced. 2. Courses in ethics should be mandatory. 3. Training in some transferable skills related

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more to employments outside of academia than to research should be considered. 4. "Proficiency exam" should be uniformed. 5. The latest possible time limit for completion of PhD studies should be determined. 6. More stress should be put on theory and practice of teaching. 7. Topics of research related to future thesis should be defined at earlier phase of studies. 8. Composition of the thesis assessment committee should be altered such that, the external member of the committee should be clearly indicated in the thesis and supervisor should be deprived of the voting right. 9. It will take time to see the implementation of the rules that has been recently introduced to GSHS, regarding the chief requirement for publications being presented prior to the acceptance of thesis. Since then, most of the above requirements have been fulfilled. However there is still much to do for the maintenance and improvement of overall training standards of GSHS.

Keywords: ORPHEUS standard, ORPHEUS label, PhD candidate

P-12

MOLECULAR MEDICINE ORPHEUS-PHD PROGRAM IN DOKUZ EYLUL UNIVERSITY GRADUATE SCHOOL OF HEALTH SCIENCES

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History: Molecular Medicine is a multidisciplinary department founded in 2009 under the umbrella of Graduate School of Health Sciences (GSHS) at Dokuz Eylül University. GSHS has been awarded an ORPHEUS Label in 2015 and since then, two candidates have gained PhD degree with ORPHEUS diploma in Molecular Medicine.

Academic Staff and Areas of Research: Molecular Medicine Department has eight professors, four associate professors and four assistant professors with research focus mainly on genetics and biochemistry, as well as oncology, pathology, pharmacology, immunology, endocrinology and medical biology.

Graduate Students: Currently, there are 13 MSc students and 21 PhD candidates enrolled in the Molecular Medicine Program. Fifteen of the PhD candidates will be graduating with ORPHEUS-PhD degree in the following 3-4 years. Currently, five of the fifteen PhD candidates are financially supported by Council of Higher Education 100/2000 Doctoral Scholarship Project.

PhD Process: Accepted PhD candidates have to successfully complete at least 30 ECTS each term for three semesters. Students are required to present one poster or oral presentation and one submitted research item (research article, review or case report) associated with their thesis subjects in order to enter the PhD proficiency exam. PhD candidates who are successful in both written and oral exams move on to their thesis studies. In order to present the PhD thesis, PhD candidates should have at least three articles published (or two accepted to be published and one as a manuscript) in the field of their thesis.

Keywords: Dokuz Eylül University, Molecular Medicine, ORPHEUS, Turkey

P-13

HARMONISATION OF ORPHEUS PhD PROGRAMME, CoHE 100/2000 SCHOLARSHIP AND INSTITUTIONAL REGULATIONS IN DOKUZ EYLUL UNIVERSITY: THE STUDENT PERSPECTIVE

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Background: Council of Higher Education (CoHE) 100/2000 Doctoral Scholarship Project has been actively supporting selected PhD students in 100 priority fields across Turkey since March, 2017. PhD scholarship holders are obliged to successfully defend their thesis before four years to maintain the financial support by CoHE 100/2000 Project. There are currently 32 CoHE 100/2000 Scholarship holders

enrolled in ORPHEUS PhD Programme in Dokuz Eylül University, Graduate School of Health Sciences (DEU-GSHS).

Regulations and Limitations: DEU-GSHS was awarded an ORPHEUS label in 2015. Orpheus label indicates that before graduation every PhD candidate should submit three articles, related to the thesis subject; two of which should be published or accepted to be published and one can be in manuscript form. However, DEU-GSHS regulations prevent PhD students from submitting thesis proposals before successfully completing the PhD proficiency exam; intervening application for a project grant supported by DEU Department of Scientific Research Projects available for PhD students. Moreover, DEU-GSHS doesn't have sufficient resources for the multidisciplinary departments, including student study rooms and laboratories needed for carrying out research properly, in the anticipated time frame.

Students' Expectations: Although it's very advantageous to have a PhD with multiple publications in four years while being supported by Co-HE, the weak compliance between mandatory rules related to publication and duration and the current regulations creates a stressful environment for PhD students.

Conclusion: Suggestions and expectations of PhD candidates were collected from ten anonymous 100/2000 Scholarship holders with the help of a questionnaire and were discussed in detail.

Keywords: CoHE 100/2000, Dokuz Eylül University, ORPHEUS

P-14

THE INTERCULTURAL SENSITIVITY OF ACADEMIC MENTORS

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Background: The purpose of this study is to determine the intercultural sensitivity of academic mentors.

Materials and Methods: The universe of this study that was designed in a cross-sectional type consisted of the academicians who are employed in Dokuz Eylül University Institute of Medical Sciences and sample selection was not conducted. 31 academicians from 309 who were sent an e-mail had replied. The data were obtained from Intercultural Sensitivity Scale. The scale was developed by Chen and Starosta in the year of 2000, and the adaptation to the Turkish language was conducted by Polat and Rengi on 2011 (The total Cronbach α value is .87; the sub-dimensions vary between .65 and .86). The data were evaluated by SPSS 22 program and descriptive statistics, t-test and correlation analysis were performed.

Results: It was determined that the age average of the participants was 41.70 ± 8.54 (min:31; max:66), the academic tenure average is 12.09 ± 7.70 years (min:3; max:45); %45.2 of them are employed in nursing faculty; and %38.7 of them perform their duties as a professor (n=31). It was found that the total point average of Intercultural Sensitivity Scale is 3.17; and the sub-dimension point averages were found as; contentedness in intercultural interaction 1.20, showing respect to the cultural differences 3.38, participating in intercultural interaction 2.93, paying attention to intercultural interaction 4.22 and self-confidence in intercultural interaction as 3.60. There is no statistical difference between the point average of Intercultural Sensitivity Scale and point averages of sub-dimensions according to the age of the academicians who participated in the study ($F=.974$, $p=.525$). A significant relationship between the academic tenure of the participants and the total point average of Intercultural Sensitivity Scale was not found.

Conclusions: It was found that the intercultural sensitivity level of the mentors is at a medium level. The highest Sensitivity level of the mentors was found in the sub-dimension of "paying attention to intercultural interaction" and the lowest Sensitivity sub-dimension was "contentedness in intercultural interaction". The results of the study revealed that the intercultural Sensitivity levels of academic mentors should be supported.

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**P-15
HOW SHOULD BE AN EFFECTIVE ADVISOR? FROM THE PERSPECTIVE OF Y GENERATION OF PhD STUDENT**

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Background: With the increasing number of graduate students nowadays, the question of how counseling should be done in post-graduate education has also become questionable. From PhD students are expected to be able to conduct good research in the future, collect new ideas, offer services, and train future generations after themselves. However, the realization of these expectations depends on the effectiveness of the education and counseling services they receive. The quality of the counseling service needs to be increased in order to increase the quality of the PhD education. At this point, it is very important for the consultants to consider the generation characteristics of the group receiving the training. The expectations of consultants of PhD students who are able to keep pace with technological developments, open to innovation and change, dislike of establishing authority, sensitive to the environment and to the world, questionable and imaginative Y, are directly proportional to their generation characteristics.

Conclusion and Recommendations: As a result, increasing the quality of the consulting service will ensure that more qualified doctoral graduates are trained. Taking into consideration the generation characteristics of students who receive counseling services will lead to the formation of high quality consultant-consultant interaction. From this point of view, an effective doctoral advisor;

- Considering the student's expectations,
- To know the good characteristics of the student, to provide student feedback and supportive approach in developing the deficiencies,
- To be open to different ideas,
- To explain why the student does not say 'no' directly to the proposals,
- To create an environment in which the student can freely express his ideas,
- To supporting the creativity of the student
- Self-learning and life-long learning can be expected to be a role model for the student.

**P-16
A PROPOSED INVESTIGATION ON EFFECTIVENESS OF DISSERTATIONS AND THESES WRITTEN ON OCCUPATIONAL HEALTH AND SAFETY**

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The most important outputs of graduate level education are the doctoral dissertations and master theses, which are expected to contribute to the academic body of knowledge through new findings, new scientific approaches or application of existing approaches to new fields of study. The key motive of the current study is to investigate how the proposals brought by the theses and dissertations in the field of occupational health and safety (OH&S) were actually contributing to society and humankind; in other words, how they were implemented in real life settings. We further seek to come up with recommendations to policy makers for enhancement of the effectiveness of this accumulation of knowledge. The study, is based on a comparative content analysis of the thesis and dissertations uploaded to the database of Turkish Council of Higher Education (YÖK) following the Law on Occupational Health and Safety No. 6331 issued in 2012 and the records of the related institutions of the state, by scanning the digitally available written sources. At the initial stage, the proposals of the studies in the database will be analyzed to be classified according to the respective legislative, executive and judiciary domains. As the number of master thesis in the database outnumber the dissertations (215 vs 6), we will be taking into the account the master thesis recommendations as well. The authors stress on the importance of adopting a more scientific approach to OH&S in Turkey given the high rate of fatal work related accidents and the questionably lower rate of occupational diseases due to lack of reliable recording schemes.

Keywords: Occupational Health and Safety, social policy, social marketing, content analysis

**P-17
DECISION MAKING ON POST- GRADUATE THESIS: SUPERVISOR EXPERIENCES**

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Background: The number of those continuing to pursue postgraduate studies around the world has risen by 4% between 2005 and 2017. The factors that can influence the originality of the topics investigated in the thesis are important in this context. The aim of the study is to examine the decision-making experience of theses in the post-graduate education.

Materials and Methods: This study was planned in phenomenological research design. The criterion sampling is that the faculty member continues to serve as a supervisor at the postgraduate education for at least 1 year and is still in consulting duty. The data were obtained by the semi-structured form developed by the researchers; codes and themes were evaluated by content analysis. Participants (n = 12) were all female; 75% are married; age average. 39.58 ± 5.08, 83.3% of assistant professor were; average of a working period in university. 14 ± 4.69 years; clinical experience. 3.58 ± 2.63 years. The number of students for whom they provide counseling 10.16 ± 5.76; 89.25% of these students do not work in a university. A total of 7 field and yearly doctoral studies are being conducted, 25% of which are in child health and 25% in psychiatric nursing.

Results: The themes are the interests of the student; competency of supervisor, the professional development contribution of the research topic, and the willingness of the students to learn, and the sub-themes related to them.

Conclusion: The quality and efficiency of the process are especially related to the students' time management; creativity about the original issues and appropriate orientation of the supervisor. It is recommended that both the supervisor and the student should be evaluated with regard to the nursing postgraduate education process.

Keywords: Post-graduate education, decision of thesis subject, supervision.

**P-18
PUBLICATION PROFILE ANALYSIS OF ACADEMICS IN THE FIELD OF PUBLIC HEALTH NURSING**

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Background: By nature, the world of science makes research activities and publish these studies so that different environments can make use of them. However, especially studies which are published in international indexing journals can be accepted as objective indicators of academic background. The aim of this study is to examine the publication profile of academics in our country working in the field of public health nursing.

Material-methods: This study is a descriptive study. 'YÖK Academic'; Google Academic and Pubmed profiles of academics in our country working in the field of public nursing were examined and the publications of these academics within the last five years (2013-2017) were reached. Of the publications of a total of 218 academics, studies the full texts of which were reached were included in the study. The data obtained were analysed with descriptive statistical analyses.

Results: Within the scope of the study, 1516 publications which allowed access to full text were examined. 31.2% of the publications were found to include professors, and within the last five years, the year in which the highest number of studies were conducted was 2017 (27.6%). 25.1% of the studies were published in journals indexed by Ulakbim, while 21.1% were published in SCI exp and SSCI journals. The researchers preferred making descriptive studies the most

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(44.8%), collecting data through questionnaires-scales (59.2%) and descriptive-analytic statistical analysis methods (40.7%). 92.7% of the studies did not use models in theoretical framework or application processes. 93.8% of the studies were not supported by any fund, while 76.8% of those supported were conducted with universities' Scientific Research Projects (SRP) funding.

Conclusion: As expected, the studies examined focused on healthy individuals. Especially academics who are continuing their education should be encouraged about publications. Due to the significance of evidence-based nursing practices, experimental, model-based studies with current resources should be conducted. It is thought that these results will be a guiding light to postgraduates and advisors in terms of the quality of studies to be conducted. This way, it is thought that the studies conducted in the field will increase contributions to practice and they will be supported more through funds.

Keywords: Public nursing, publication profile, academics

P-19 POSTGRADUATE EDUCATION IN BIOCHEMISTRY AT HACETTEPE UNIVERSITY INSTITUTE OF HEALTH SCIENCES

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Postgraduate Education in Biochemistry at Hacettepe University Health Sciences Institute is carried out together by biochemistry departments of Medical Faculty and Faculty of Pharmacy. Students take lectures during the first 2 years of their PhD education such as biochemical enzyme kinetics, research techniques in protein biochemistry and proteomic analysis, drug metabolism, techniques for new drug development, cancer biochemistry, hormone biochemistry, neurotransmitter biochemistry, biomembranes, membran receptors and biochemical data analysis. Following proficiency exam, the students work on their PhD thesis project under the supervision of the advisor. Major research areas are enzyme purification and kinetics, hereditary metabolic disorders, signal pathways in cancer, new anti-cancer and anti-Alzheimer drugs, gen expression analysis, telomer biology, bioengineering, toxicology and mass spectroscopic analysis.

In the last 5 years between 2013-2017, 12 master thesis, 13 PhD thesis were completed in Biochemistry PhD program, 4 co-advisor from Hacettepe University, 1 co-advisor from United States (UTSW) have been involved in the projects, 2 PhD student from Iran have received their PhD degree at Hacettepe University. Related with thesis projects, 70 posters and 15 oral presentations were presented in national and international scientific meetings. 23 research papers were published at scientific journals with impact factors ranging between 0.2-19.6 and these papers were cited 85 times. Multi-disciplinary research studies combining pharmaceuticals, basic and clinical sciences are planned which can contribute to translational medicine. For this purpose, PhD students work in collaboration with molecular biology and genetics, chemistry, biology, chemical engineering and clinical sciences. Hacettepe University Institute of Health Sciences has received ORPHEUS (Organisation for PhD Education in Biomedicine and Health Sciences in the European System) labelling at April 16, 2018 and reformed PhD training according to ORPHEUS.

P-20 BASIC NEUROSCIENCE PH.D. PROGRAM AT THE DOKUZ EYLUL UNIVERSITY: OPINIONS OF STUDENTS

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Background: The Department of Neuroscience of the Dokuz Eylül University was established in 2004 as a multidisciplinary department of the Institute of Health Sciences. The Neuroscience Ph.D. Program has been started in 2008. The Institute of Health Sciences of the Dokuz Eylül University was labeled as ORPHEUS in 2015.

Objective: To evaluate opinions of Ph.D. students at the Department of Basic Neuroscience, Dokuz Eylül University, about their Ph.D. education and the ORPHEUS.

Method: The names of the students of the Department of Neurosciences, Dokuz Eylül University, were obtained using the student list of the department. A questionnaire was designed to evaluate the opinions of Ph.D. students about their Ph.D. educations and ORPHEUS using Google Forms.

Results: The mean age of the Ph.D. students (totally 16 students; 11 women, 5 men) at the Department of Neurosciences, Dokuz Eylül University, is 32.5±4.07. Sixty-three percent of the students are married, and 13% of the students have at least one child. Seven of the students have undergraduate degree of psychology and graduate degree of clinical neuroscience, 9 of them are medical doctors with specialization. Sixty-five percent of the students work and 35% of them receive a scholarship. Five of the students are in the thesis phase, 11 of them are in the course stage. Sixty percent of the students think that the ORPHEUS is useful, 53% of them think that it will contribute to their academic development, 67% of them think it will increase their academic productivity, and 40% of them think that it will increase the opportunities of education abroad. Forty-three percent of the students stated that they were not satisfied enough with the doctoral course. The students stated that the most frequent problems which they experienced are in the fields of economic problems (50%) and finding funding for their thesis projects (43%). Fourteen percent of the students reported that they have problems with their thesis advisors.

Conclusion: The students state that ORPHEUS will contribute to academic development and academic writing productivity. Improvements in project budget support and doctoral scholarship opportunities, and educating advisors about efficient mentoring methods in Ph.D. training may contribute to Ph.D. education.

Keywords: Neuroscience, Ph.D., ORPHEUS

P-21 SUPERVISION IN PhD TRAINING: FROM THE VIEWPOINT OF PhD STUDENTS OF DOKUZ EYLUL UNIVERSITY GRADUATE SCHOOL OF HEALTH SCIENCES

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Background: The aim of this study was to define the roles of the "supervisors", who trained their PhD students through the whole period of the PhD education, from the viewpoint of the PhD students.

Materials and Methods: 276 PhD students, who enrolled in PhD programmes in Dokuz Eylül University Graduate School of Health Sciences, were included in this study. A survey consisting of four multiple-choice questions and eight evaluation questions was sent to the PhD students via e-mail for the evaluation of supervision system by the students.

Results: Totally 129 students participated in the survey and 60% of the students stated that they were in the first four semesters of their PhD training. 55% of them expressed that they supported by their supervisors at the all stages related to sharing of theoretical and scientific knowledge, and also research experience. 61.8% of the students stated that they had no problems in reaching their supervisors and 50.4% of them considered their supervisors as "active scientist". Besides, 35.9% of the students indicated that they could get support from their supervisors during career planning. 45.3% of the students described the most important characteristic of a good supervisor as "having an experience on scientific field and pointing the way to science". Also 39.1% of the students stated that they considered their supervisors as their "role-model" in terms of their personal and scientific characteristics.

ORPHEUS Perspective

Conclusions: Our survey findings indicated that PhD students of Dokuz Eylül University Graduate School of Health Sciences were directed by "supervisors" in accordance with the ORPHEUS label regarding scientific quality, literature knowledge, recognisability in national and international scientific platforms, accessibility, respect for personal areas, career development and role modelling.

Keywords: PhD training; supervision, Dokuz Eylül University

P-22 PUBLICATION RATES OF DOCTORATE THESES IN INTERNAL MEDICINE NURSING

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Background: The objective of this retrospective study was to determine the conversion rates of Turkish internal medicine nursing doctorate theses to scientific articles.

Material and Methods: On May 2018, the thesis database of the Council of Higher Education of the Republic of Turkey (YOK) where all doctorate theses are recorded obligatorily, was searched for "Internal Medicine Nursing" and "Nursing" doctorate theses presented between the years 2000 and 2015. The publication rate of those theses was found by searching PubMed, Science Citation Index-Expanded, Turkish Academic Network and Information Center (ULAKBIM), and Turkish Medline databases for the names of thesis author and supervisor.

Results: One hundred and thirty one thesis were included. The majority of those theses were experimental studies. One hundred and three (79.2%) theses were published in various journals. Seventy three (56.1%) of these were published in international journals. It was found that the overall publication rate in SCI-E journals 48.1% and 30 (23.0%) of theses were published in Turkish non-SCI-E journals.

Conclusion: Although the publishing rate of internal medicine nursing doctorate theses was higher than previous study, it was determined that 52% of theses have not been published in SCI-E journals. Solutions must be generated to promote the SCI publication of doctorate theses.

Keywords: Doctorate, theses, publication, nursing

P-23 DETERMINATION OF PREFERENCES ABOUT THESIS ADVISOR PROPERTIES OF NURSES RECORDED IN THE DOCTOR OF PHILOSOPHY

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Academic mentoring is expressed as an educational process in which students frequently refer to their mentors about academic or non-academic problems. Academic mentoring is usually aimed at mediating academic success and helping to regulate the academic life. Academic mentoring has an important role to play in students' success and satisfaction in postgraduate education.

Background: In this study, it is aimed to determine the preferences of the nurses who will be appointed as thesis advisor in the direction of the Ideal Mentor Scale.

Materials and Methods: The study is a descriptive and cross-sectional study. Students who are enrolled in a doctoral program at a nursing faculty of a state university and who agree to participate in the study constitute the sample of the study. Sampling was done using purposeful sampling method. The data were collected by e-mail between May 25 and June 12, 2018 using the "Ideal Mentor Scale" developed by Rose in 2013, in which Seçkin and her colleagues conducted a study of Turkish validity and reliability in 2014.

Results: The average age of students is 30.8. When the arithmetic mean values of the items of the scale are examined; "cheerful, relaxed person" (X=5.0), "she knows her student" (x=5.0), "believe me, trust me" (x=5.0), "aware of my potential" (x=5.0) and "do not mind time and

other resources" (x=5.0) are given the highest score and "She speaks personal problems with me" (x=2.5) and "eat and/or drink after work", (x=2.6) are given the lowest score.

Conclusion: It was determined that only 2 items of the scale were scored lower than, all other items, 3 = significant and 5 = very important. When the highest rated items are examined, it is seen that they belong to the "recognition of the student" and "time allocation" sub-dimensions.

Keywords: nurse, mentoring, PhD