



# **ISTANBUL GELISIM UNIVERSITY**



**MONTHLY EVENTS AND NEWS BULLETIN**

**NOVEMBER 2021 | ISSUE 11 | VOLUME 1**

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## 822ND AMONG 4126 UNIVERSITIES WORLDWIDE

World university ranking organization SCIMAGO 2021 results have been announced. In the evaluation, Istanbul Gelisim University has been ranked 822nd among 4 thousand 126 universities in the world.

The Spanish-based international higher education rating agency SCIMAGO measured the research performance, innovation output and web visibility of world universities. Istanbul Gelisim University is 21st among the universities in Turkey according to its research and innovation studies in the fields of Economics, Econometrics and Finance, 7th according to its research and innovation studies in the field of Environmental Sciences, and 30th according to its research and innovation studies in the field of Mathematics in Turkey.

In the field of Environmental Sciences, Istanbul Gelisim University has also managed to be the 300th among OECD country universities and 37th among Middle East Universities

[Click here to see the details of the news](#)



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İGÜ Sağlık Bilimleri Fakültesi



**DEAR STUDENTS,**

*You can find the Faculty of Health Sciences Handbook regarding all the information about our Faculty, the details of the education and training processes and the opportunities offered to our students by clicking here.*







1881-∞

*Entrust me to Turkish doctors.*

MUSTAFA KEMAL ATATÜRK

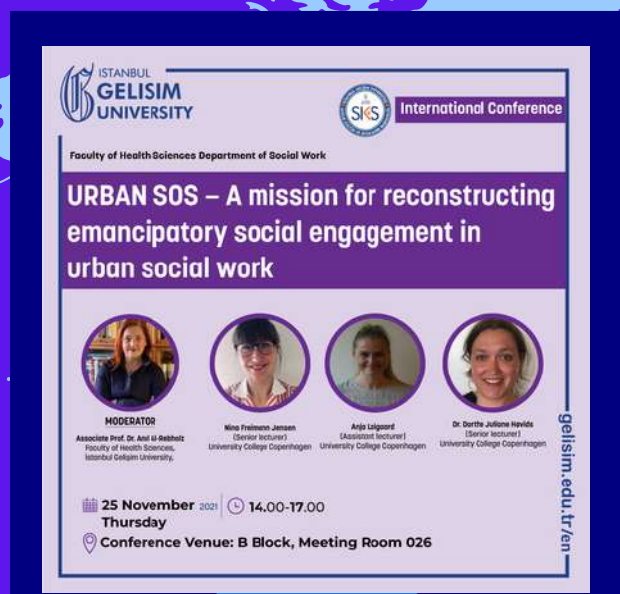


*On the 83rd anniversary of the death of Mustafa Kemal Atatürk, the Founder of the Republic of Turkey, all administrative, academic staff and students took a moment of silence in front of the IGU Rectorate building at 09:05.*



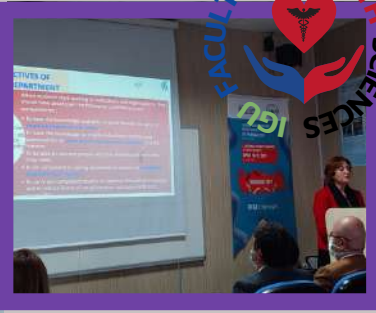
*Forever with respect and longing...*

# "URBAN SOS - A Mission For Reconstructing Emancipatory Social Engagement in Urban Social Work" Event





# A JOINT EVENT WAS HELD BETWEEN ISTANBUL GELİŞİM UNIVERSITY FACULTY OF HEALTH SCIENCES SOCIAL WORK (ENGLISH) DEPARTMENT AND DENMARK "UNIVERSITY COLLEGE COPENHAGEN".



The event, held at the Faculty of Health Sciences, started with the speech of Dean **Prof. Dr. Rifat MUTUŞ** of the Faculty of Health Sciences of Istanbul University. It then continued with a department-based introduction by the Head of Department of Social Work (English), **Assoc. Prof. Anıl Al-Rebholz**.

After **Res. Asst. Ümran ALTUNDAL**, who gave information about professional practice in the Department of Social Work at the Faculty of Health Sciences, **Lecturer Betül ÇOLAK** gave information about our students. After the information was given by **Lecturer Hina ZAHOOOR** about social work legislation and professional ethics in Turkey, a short break was given.

After the break, Denmark "University College Copenhagen" Education Officer **Marlene Corydon Harritsø** gave information about the courses, curricula, ECTS system and students in Copenhagen.

After lunch at the Tower, our important guests were taken to the Tower terrace, which provides a panoramic view of Istanbul, and enjoyable moments were ensured.

After the short break, the event called "URBAN SOS – A Mission For Reconstructing Emancipatory Social Engagement in Urban Social Work" was started between 14.00-17.00. In the event, after the senior lectures of Copenhagen University Social Work Department lecturers **Nina Freimann Jensen**, **Anja Laigaard**, **Dorthe Juliane Høvids** and Istanbul Gelisim University Assoc. Prof. Anıl Al-Rebholz, the event ended after the question-answer session.



## SOCIAL WORK DEPARTMENT STUDENTS VISITED CHILDHOUSE



Lecturing at Istanbul Gelişim University, Faculty of Health Sciences, Department of Social Work, **Prof. Dr. İsmet Galip Yolcuoğlu** and social work students visited the childhouse on November 4, 2021.

Many students participated in this visit to a childhouse in Bahçelievler, where children under protection reside. Prof. Dr. İsmet Galip Yolcuoğlu shared his knowledge and experiences. Within the scope of this visit, students were informed about the childhouse that fall under the field of child welfare, which is one of the social service areas, and the social work practices carried out there, and observations were made.

[Click here for the details of the news.](#)



# PEER VIOLENCE AND BULLYING IN SCHOOLS



The event called "Peer Violence and Bullying in Schools" was organized by Istanbul Gelişim University Faculty of Health Sciences Child Development (Tr) Department on 04.11.2021 with the participation of Child and Adolescent Psychiatrist Prof. Dr. Pinar Vural.

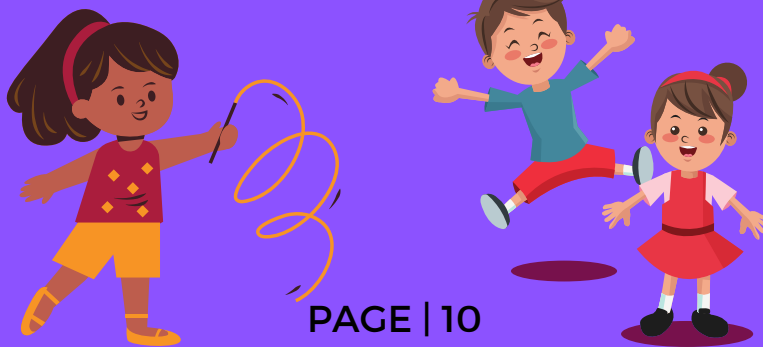
The member states of UNESCO declared the first Thursday of November as the International Day against Violence and Bullying in Schools, including Cyberbullying. It was adopted unanimously by 193 Member States at the 40th General Conference of UNESCO. UNESCO's research titled "Behind the Numbers: Ending school violence and bullying" published in 2019 and conducted in 144 countries, highlighted the extent of the problem by showing that almost one in three students worldwide had been bullied at least once in the previous month.

Prof. Dr. Pinar Vural spoke about the definition and types of bullying behavior. VURAL said "Bullying is cyclical, the bully initiates the behavior, the victim remains cowardly and passive." She stated that if one does not get help, it will cause more people to participate in bullying behavior."

VURAL said "Bullies are physically stronger than their peers, their empathy skills are not developed. They are generally of an aggressive and impulsive nature. In bullying behavior, the victim experiences feelings such as shock, fear, anger, inadequacy, guilt, pain, sadness, anxiety and regret."

In her speech, Prof. Dr. Pinar Vural mentioned what the victim should do about bullying, what is known to be true, and what should be done in terms of mental health. The event ended with the questions of the participants and the contributions of our Deputy Dean Asst. Prof. A. Yüksel Barut.

[Click here for the details of the news.](#)





# DEPRESSION AND NUTRITION

**Res. Asst. Başak CAN**  
**Nutrition and Dietetic**



The World Health Organization (WHO) predicts that depression will be the second disease to cause disability in 2021. For this reason, the importance of this disease should be understood by health professionals and individuals, and early diagnosis should be made. Depression is a treatable disease and it is especially important to apply individual medical nutrition therapy that supports psychotherapy with drug treatment as well.

Depression and nutrition are two concepts that affect each other heavily. While depression affects food intake, food intake also affects the risk of depression. For example; individuals with depression have deficiencies especially in vitamins C, B1, B3, B6, B12 and minerals such as folate and zinc and selenium. Likewise, in epidemiological studies, the incidence of depression is higher in individuals who consume less fish and have low levels of omega-3 fatty acids in the blood. However, the deterioration of the ratio of omega-6 and omega-3 fatty acids is also shown as one of the mechanisms leading to depression.

B vitamins also have a very important place in the medical nutrition therapy of depression. B vitamins are micronutrients that have a direct effect on monoamine metabolism in the central nervous system. Then, studies have found that vitamins B12 (low cellular SAM concentration in the central nervous system) and B6 (acting as a cofactor in the tryptophan and serotonin pathways) are associated with depression.

Iron has many biological functions in our body. It is stated that the frequency of depression is significantly higher in individuals with iron deficiency; since there are studies against this, there is still no consensus for iron. It is stated that the depression situation worsens in zinc and selenium deficiency. More studies are needed to determine the exact relationship between all these micronutrients and depression. Despite this, the conditions that should be considered in the nutrition of all individuals with or without a diagnosis of depression are as follows.

- Trans fat intake should be reduced.
- Lots of fruits, vegetables and legumes should be consumed.
- Oily fish should be consumed at least 2-3 times a week, paying attention to 500 mg of omega-3 fatty acid intake per day.
- Processed ready-to-eat foods should be excluded from the diet.
- Foods rich in selenium include beans and legumes, lean meat, low-fat dairy products, nuts, seafood (oysters, sardines, crab, fresh and saltwater fish, whole grains (such as whole grain pasta, brown rice, oatmeal)) should receive.
- Studies indicate that people with vitamin D deficiency have a higher rate of depression than people who are adequate in terms of vitamin D. For this reason, individuals should benefit from sunlight as much as possible.
- Individuals should increase their daily physical activity duration with activities such as walking, jogging, swimming.
- Mediterranean diet is a very balanced and healthy diet. It contains plenty of B12 and folic acid. Accordingly, the health benefits of eating the Mediterranean diet should be explained to the public and the consumption of the Mediterranean diet should be expanded compared to the traditional Western diet.

[Click here for the details of the news.](#)

# AUDIOLOGY DEPARTMENT THEORETICAL AND PRACTICAL TRAININGS

## OUR EXPERIENCE WITH AUDITORY REHABILITATION OF CHILDREN WITH HEARING LOSS DURING THE PANDEMIC PROCESS

**ISTANBUL GELISIM UNIVERSITY AUDIOLOGY DEPARTMENT LECTURER SEDA KETEN ANSWERED  
THE QUESTIONS OF RESEARCH ASSISTANT ÇAĞLA TÜRK ABOUT THE PROBLEMS  
ENCOUNTERED IN THE AUDITORY REHABILITATION OF CHILDREN WITH HEARING LOSS  
DURING THE PANDEMIC, SOLUTION SUGGESTIONS, TESTS APPLIED AND PRACTICES USED  
DURING UNDERGRADUATE EDUCATION.**



**What problems were encountered in special education practices for children with hearing loss in special education and rehabilitation centers during the COVID-19? What are your views on practices aimed at solving these problems?**

At the beginning of December 2019, when atypical pneumonia cases in Wuhan, China were examined, it was determined that the virus causing the pathology was a new type of coronavirus, and this clinical picture was named Covid 19. Since this date, many cases infected with this virus have been reported in many parts of the world, and on March 11, 2020, the coronavirus (Covid 19) was declared as a pandemic by the World Health Organization.

According to the data of the Ministry of Health of the Republic of Turkey, the first case of Covid 19 was reported in Turkey on March 11, 2020.

The measures taken during the Covid 19 aimed to minimize the risk of contagion and to maximize individual and social protection. The COVID-19 pandemic has affected the whole world widely and continues to do so. The returns of the pandemic were also deeply reflected in educational institutions. Within the scope of the measures taken in our country during the pandemic, special education and rehabilitation centers have suspended their training for three months between March 15, 2020 - June 15, 2020. Suspension of education in special education institutions has caused some disruptions in the implementation of special education for children with special needs. Delays or disruptions in diagnosis, treatment and educational intervention also affected children with special needs and hearing loss in this group. Hearing loss can affect all developmental areas of the child, especially language and speech. Therefore, the continuity of education of these children is important. Although face-to-face education was suspended in special education centers during the pandemic, institutions and families tried to ensure continuity in education with different methods.

Educational methods applied to children with hearing loss include family-centered interventions. During the pandemic, special education and rehabilitation centers cooperated with families through field professionals and organized a home-based family education program, and tried to ensure continuity in the education of these children with the distance education method.

With the EBA system put into practice by the Ministry of National Education, the education of children with special needs was supported.



**Which applications did you prefer while conducting your lessons in Audiology bachelor degree education during the pandemic period?**

The COVID-19 pandemic has affected the whole worldwide and its effects continue today. As a result of the rapid spread of the pandemic, it has become a necessity for educators around the world to continue education on platforms that are the product of developing technology. During the pandemic process, education has been tried to be carried out online and alternative education methods used in universities as well as primary, secondary, and high school schools in Turkey. Universities, lecturers, and students quickly adapted to this decision, which was taken out of necessity.

At Istanbul Gelisim University, rapid steps were taken in a short time in adapting to this process. In the distance education process at our university; The administration, the centers, and units that support distance education, technical support personnel have provided the continuity of education by helping our instructors and students with their outstanding efforts.

While conducting distance education courses in audiology bachelor degree education; our course contents are digitally arranged in accordance with the interaction with the student. Education was supported with video and audio recordings, and active participation of students in live distance education lessons was ensured through discussion platforms. In practice courses, it is aimed to present the teaching activities in the highest quality by organizing distance education courses in a laboratory environment.



# AUDIOLOGY DEPARTMENT THEORETICAL AND PRACTICAL TRAININGS

## OUR EXPERIENCE WITH AUDITORY REHABILITATION OF CHILDREN WITH HEARING LOSS DURING THE PANDEMIC PROCESS



**What tests/applications are you using? How do you interpret? What are your suggestions to the families of individuals with hearing loss after the test/application?**

The educational evaluation of children with hearing loss begins with the diagnosis of auditory impairment and the provision of acoustic stimulus with hearing aids. The aims of educational evaluation can be listed as follows; determining the current situation of the individual with hearing loss, determining the gain from the hearing aid, determining the suitability for implantation applications, evaluating the development after hearing aid or implantation applications, evaluating the competencies of the individual with hearing loss with evaluations for all development areas, especially language and speech and their needs, early diagnosis of an existing or possible additional pathology, evaluation of readiness for acquiring academic skills.



Educational assessment includes auditory perception, language and speech skills, general development, cognitive skills, psychological, multiple intelligences, academic skills and family assessment. Examples of tests used during these assessments are EARS (Evaluation of Auditory Response To Speech) test battery for auditory perception assessment, PLS-5 (Preschool Language Scale) for language and speaking skills, TEDİL (Turkish Early Development Language Test), for pronunciation assessments. SST (Turkish Pronunciation and Phonetics Test), AAT (Ankara Articulation Test), Denver Developmental Screening Test for general development evaluation, WISC-R Intelligence Scale for evaluation of cognitive skills can be shown.

In addition to determining the competence and needs of the child with hearing loss, educational evaluation provides the organization of intervention and rehabilitation programs after the evaluation. After these evaluations, the education program is planned and implemented specifically for the child with special needs.

Early diagnosis and intervention, the needs and expectations of the family, which is one of the members of the intervention team, the support they provide to the hearing impaired person and their participation in the rehabilitation process are very important.

It is necessary to cooperate with field professionals in order to provide information to the family about hearing loss, hearing aid or cochlear implantation applications (wearing the hearing aid when the child is awake, eliminating simple technical problems, ensuring the maintenance of the device, etc.), to ensure the continuity of the child's education, to fulfil the recommended practices to support the applied education program, and to observe the progress of the child's development with a realistic approach.



Providing courses in audiology bachelor degree education, Res. Asst. Çağla TÜRK:

"Audiology Department students attend Introduction to Communication, Language and Speech Disorders in the 1st semester of their bachelor degree education, Rehabilitative Audiology in the 4th semester, Rehabilitative Audiology in the 5th semester, Approach to Language and Speech Disorders in the 6th semester, Educational Material Development and elective courses in the 8th semester of the Hearing Impaired Child. By taking courses such as Development and Education, they gain the necessary equipment for the auditory rehabilitation process." said.

[Click here for the details of the news.](#)

# BEING A PHYSIOTHERAPIST IN THE NATIONAL TEAM

An online event on "Being a  
Physiotherapist in the  
National Team and a  
Multidisciplinary Team" was  
held.

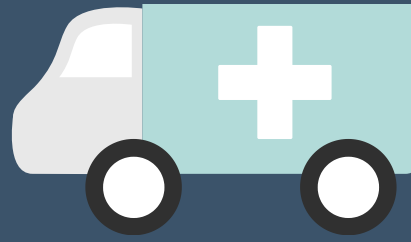


Fenerbahçe Sports Club and National Rowing/Tokyo 2020 athlete Onat Kazaklı and National Team Physiotherapist / PT Academy Athlete Health Center Sports Physiotherapist İhsan Taha TORÇUT attended the event; Onat KAZAKLI talked about rowing and the process of becoming a National Athlete.

Afterwards, KAZAKLI, describing the daily life of an athlete, informed the participants about the duties and responsibilities of being in the national team and preparation for the Olympic process. İhsan Taha TORÇUT talked about the communication, duties and responsibilities of the athletes and physiotherapists working in the national team. TORÇUT informed the participants about choosing a physiotherapist profession, how to become a sports physiotherapist, preparation for tournaments in sports clubs and preparation for the Olympic process. Both guests shared their knowledge and experience on many subjects related to their fields with our club and the participants.

[Click here for the details of the news.](#)





# VACCINATION CAMPAIGN AT IGU FACULTY OF HEALTH SCIENCES

IGU FACULTY OF HEALTH  
SCIENCES STUDENTS  
WERE VACCINATED  
BEFORE MIDTERM WEEK



[Click To Watch The Full Interview](#)

Prof. Dr. Rifat MUTUŞ stated that they contacted the District Health Center and asked for vaccination at the university 2 days in a week. He said that the students are very pleased with this opportunity because there are many foreign students at our university and this vaccination opportunity provides them with great convenience.

The vaccine administration, which has been serving since the beginning of the fall semester, is waiting for our students who want to be vaccinated in the Faculty of Health Sciences.

Students were given the Covid-19 vaccine without an appointment so that they could easily attend their exams during the midterm week. Speaking to 24 Haber microphones, Dean of the Faculty of Health Sciences Prof. Rifat MUTUŞ, said that The Council of Higher Education wanted the double-dose vaccination to be done or weekly PCR tests to be submitted in order to participate in face-to-face education at the university.



# NEWS FROM OUR FACULTY

European  
Journal of  
Cultural and  
Political  
Sociology



ROUTLEDGE

Head of the Department of Social Work (English) at the Faculty of Health Sciences, **Assoc. Prof. Anil Al-Rebholz**'s article "Transnational marriages: National policies, generational transmissions, and gender dynamics - a biographical policy evaluation perspective" has been published in the European Journal of Cultural and Political Sociology, the peer-reviewed journal of the European Sociological Association (ESA).

[Click here for access.](#)



Faculty of Health Sciences, Physiotherapy and Rehabilitation Department **Lecturer İrem Kurt** won the first prize in the oral presentation in the field of Foot-Ankle Surgery at the 30th National Turkish Orthopedics and Traumatology Congress organized by the Turkish Orthopedics and Traumatology Association with her study titled "The Effect of Hallux Valgus on Balance Functions and Life Quality Scales in Adolescent Balletes"



## WHO IS WHO?



ANKARA  
Hatı Çırpan

Her real name is Satı Çırpan.  
She was popularly known as the Satı Kadın.  
She was an Anatolian woman...  
One of Turkey's first female reeve (village chief)  
and first female deputies...  
She was born in 1890 in Kahramankazan village.  
Her mother was Emine Hanım, and her father was Kara Mehmet Efendi.

She is the mother of 5 children, the wife of a wounded soldier in the Balkan War. After women were given the right to be reeve in 1933, she became the reeve of Kazan Village; After women were given the right to vote and be elected, she became a candidate for the parliament in the 1935 elections and served in the parliament as Ankara V. Term deputy among 17 candidates. Since Mustafa Kemal was interested in Hattı ("A Bronze Age region in Anatolia around Kızılırmak") at that time, Satı Kadın changed her name to "Hatı". After serving as a deputy, she returned to Kahramankazan and died on March 21, 1956

From a memory with Atatürk:

On a hot summer day, Mustafa Kemal and his friends were on their way to Kızılcahamam, stopping in Kazan Village. The old and young people of the village were running around wondering about the foreign guests. One of them asked Atatürk "Would you like cold buttermilk (ayran)? with the buttermilk in her hand. It was a Turkish Woman who carried the obvious expressions of Turkish women on her face, which was scorched by this barren climate. After Atatürk drank the buttermilk, he started to ask some questions to the woman, including when she was born. Satı Kadın said that she was born on May 19, 1919, the day Ata left for Samsun. Atatürk was surprised, the woman in front of him should have been younger, but her age looked 25. He asked once again. Satı Kadın without hesitation, alluding to the painful occupation years of the country, said, "Yes, Pasha, I never lived before that."



# **IMPORTANT DAYS IN NOVEMBER**



**29 October – 4 November Red Crescent Week**

**1 – 7 November Turkish Alphabet Revolution Week**

**2 – 8 November Children with Leukemia Week**

**3 – 9 November Organ Transplant Week**

**8 November World Urbanism Day**

**10 November Atatürk's Death Day**

**10 – 16 November Atatürk Week**

**12 November Disaster Education Preparedness Day**

**14 November World Diabetes Day**

**16 November UNESCO Founding Day**

**16 November International Day of Tolerance**

**16 November World Neighbors Day**

**20 November World Children's Rights Day**

**21 November World Television Day**

**22 November Dentists Day**

**24 November Teachers' Day**

**25 November International Day for the Elimination of Violence against Women**

# **MASTHEAD**

## **FACULTY OF HEALTH SCIENCES**

**Prof. Dr. Rifat MUTUŞ**

Dean of Faculty of Health Sciences

**Assoc. Prof. S. Arda ÖZTÜRKCAN**

Vice Dean of Faculty of Health Sciences

**Asst. Prof. A. Yüksel BARUT**

Vice Dean of Faculty of Health Sciences

### **BULLETIN TEAM**

**Asst. Prof. Emrah TÜNCER**

**Asst. Prof. Gülay TAMER**

**Res. Asst. Engin ÇAĞLAR**

**Res. Asst. Rumeysa Nur AKBAŞ**

**Res. Asst. Ümran ALTUNDAL**

**Res. Asst. Tuğba TÜRKCAN**