CAPPADOCIA UNIVERSITY
Logic - Wisdom - Equality - Tradition

SUSTAINABLE DEVELOPMENT GOALS • ANNUAL REPORT

Healthier lives.
Stronger communities.

SDG 3 / GOOD HEALTH AND WELL-BEING



A year of health education, community care, prevention and wellbeing.

Cappadocia University | Reporting Period: 2025



Community-focused healthcare, preventive education and healthy living at Cappadocia University.

2025 • CAPPADOCIA UNIVERSITY • ENGLISH EDITION

2025 IN PERSPECTIVE

Care, learning and wellbeing beyond campus

Our approach connects professional education, prevention, clinical services and community participation.

At **Cappadocia University**, we regard good health and wellbeing as a responsibility extending beyond our degree programmes. Our work brings together the preparation of healthcare professionals, clinical service provision, preventive education, psychological support, physical activity and collaboration with independent health organisations.

During the **2024–2025 academic year**, **243 of our 659 graduates** completed programmes in health professions. In the **2025 calendar year**, our Oral and Dental Health Application and Research Centre recorded **26,934 clinical procedures** and **5,669 patient records**. Preventive dental outreach reached schoolchildren and families, while specialist services and community sports facilities connected our campuses with the wider public.

Health partnerships strengthened this contribution. We worked with public health bodies, a local hospital, family health centres, specialist rehabilitation providers, the Turkish Red Crescent and other partners to connect teaching and research with practical healthcare settings.

Our approach to impact

We examine health outcomes through **separate, meaningful measures**: graduates, clinical procedures, patient records, service sessions, event attendances and community memberships. These measures describe different forms of activity and are not combined into a single beneficiary total.

What this edition covers

Health education	Community wellbeing	Healthy campus and research
Health-professions graduates, clinical teaching and professional partnerships	Preventive oral healthcare, rehabilitation, nutrition, family health and volunteering	Psychological counselling, exercise, tobacco control, applied research and publications

PERFORMANCE DASHBOARD

2025 in focus

A concise overview of our recorded educational, clinical and wellbeing contribution.

243	**26,934**	**5,669**
HEALTH GRADUATES	**DENTAL PROCEDURES**	**PATIENT RECORDS**
2024–2025 academic year	2025 calendar year	2025 calendar year
89	**481**	**1,868**
STUDENTS SUPPORTED	**COUNSELLING SESSIONS**	**SEMINAR ATTENDANCES**
Individual counselling	Student support records	Seven student seminars

Two dimensions of institutional progress

Health-professions graduates accounted for **36.87% of all graduates** in 2025, compared with **36.97% in 2024**. Clinical procedures at our Oral and Dental Health Centre increased from **21,546 in 2024 to 26,934 in 2025**, an increase of approximately **25.0%**. The two trends represent different dimensions of our work: workforce preparation and actual service delivery.

Data interpretation

The dashboard includes **graduates**, **procedures**, **patient records**, **students receiving support**, **counselling sessions** and **event attendances**. Repeated attendances or service contacts are not treated as unique individuals. Specific reporting periods are identified alongside the relevant measures in the sections that follow.

INSTITUTIONAL APPROACH

Health within our University mission

We connect higher education, applied learning and regional development through a sustained institutional framework.

Our institutional roots lie in **Cappadocia Vocational College**, which welcomed its first students in the **2005–2006 academic year** with programmes informed by regional development needs. Established as Cappadocia University in **2017**, our institution has expanded its education, research and community engagement capacity across fields including healthcare.

Our **2023–2028 Strategic Plan** identifies five interconnected areas: education and teaching, research and development, University management, community engagement and sustainability. In healthcare, these priorities support professionally relevant teaching, applied research, access to services and informed public participation.

A practice-oriented health environment

Our Faculty of Dentistry, Oral and Dental Health Application and Research Centre, and Physical Therapy and Healthy Living Application and Research Centre provide facilities through which students and professionals engage with healthcare practice. Physiotherapy, nutrition and dietetics, speech and language therapy, fitness and Pilates extend our health-related service capacity.

Our **SOBE** educational approach values active learning and the application of knowledge. In health programmes, this is reflected in practical instruction, case-based work, professional judgement and engagement with clinical environments. Partnerships with external providers broaden the settings in which our students can develop their competencies.



Figure 1. University facilities supporting healthcare education and community wellbeing. Source: Cappadocia University.

GRADUATES & SKILLS

Preparing healthcare professionals

Health-related graduates remain an important part of our contribution to the healthcare workforce.

659	243	36.87%
TOTAL GRADUATES	HEALTH GRADUATES	SHARE OF GRADUATES
2025	2025	2025

Health-professions graduates in context

Measure	2024	2025
All graduates	825	659
Graduates in health professions	305	243
Health-professions share	36.97%	36.87%

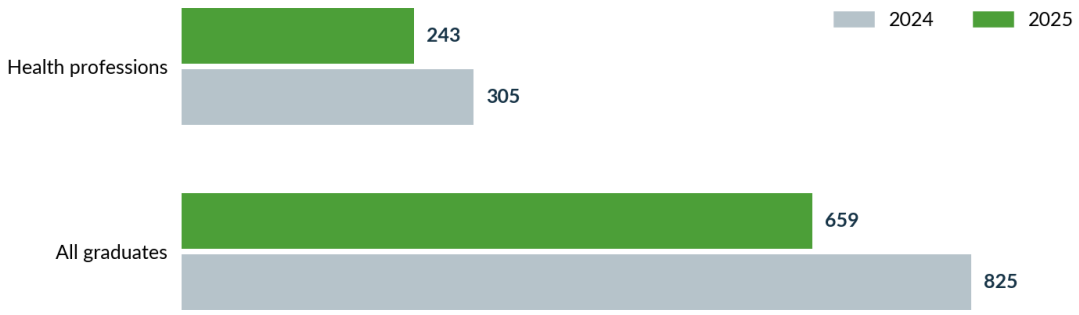


Figure 2. Total graduates and graduates in health professions, 2024 and 2025. The cohorts refer to the 2023–2024 and 2024–2025 academic years respectively.

In the **2024–2025 academic year**, **243 students** graduated in health professions, representing **36.87%** of our **659 graduates**. Although both total graduations and health-professions graduations were lower than in the preceding academic year, the relative contribution of health programmes remained close to **37%**.

Our health-related educational offer spans dentistry, nursing, midwifery, physiotherapy and rehabilitation, speech and language therapy, audiology, nutrition and dietetics and practice-oriented associate degree pathways. The graduation figures measure completed education; they do not, by themselves, establish employment or professional registration outcomes.

ORAL & DENTAL HEALTH

Clinical provision with measurable reach

Our specialist centre brings healthcare provision, professional education and patient experience together.

In the **2025 calendar year**, our Oral and Dental Health Application and Research Centre recorded **26,934 clinical procedures**. This represents **5,388 more procedures** than the **21,546 recorded in 2024**, equivalent to an increase of approximately **25.0%**.



Figure 3. Oral and dental clinical procedures recorded in 2024 and 2025 calendar years.

2025 clinical service indicator	Recorded result
Clinical procedures	26,934
Patient records	5,669
Patient records supported through the Social Security Institution	4,574 (80.7%)
Privately financed patient records	1,095 (19.3%)
Patient satisfaction	95.22%

Our **5,669 patient records** document service access, and **80.7%** were associated with the Social Security Institution (SGK). **Patient satisfaction of 95.22%** reflects feedback on service experience, not a clinical recovery rate. The corresponding satisfaction measure for 2024 was **94.41%**.

We interpret procedures, patient records and satisfaction as separate measures. This allows us to report both the scale of service provision and the experience of those using our facilities without conflating contact volume with distinct individuals.

Source: Oral and Dental Health Application and Research Centre, institutional service and patient satisfaction statistics for 2024 and 2025.

PREVENTIVE HEALTH

Health education starts in childhood

Our dental teams connect practical oral-health education with schools and families.

Brightening Smiles in Mustafapaşa

On **16 April 2025**, our Faculty of Dentistry and Oral and Dental Health Centre delivered the **"Brighten Your Smile"** project at Mustafapaşa Primary and Secondary School. The initiative provided **oral-health screening and hygiene education to 110 children**, accompanied by toothbrush and toothpaste distribution.

The work was designed to improve awareness of preventable dental disease. The project envisaged communicating individual screening information to families through the school and offering appropriate routes to dental treatment at the University.



Figure 4. Preventive oral-health screening and education for 110 schoolchildren in Mustafapaşa, 16 April 2025.

Early-years oral-health education

On **19 November 2025**, we conducted oral-health education and screening at Cappadocia Montessori Kindergarten. The programme reached **41 people**, and its **98% overall programme evaluation** reflects participant feedback on the educational activity rather than a clinical treatment outcome.

Our University also publicised dental outreach to children at Halil Ertuğral Kindergarten in December 2025. These initiatives demonstrate the continuing use of school environments to communicate practical hygiene habits, preventive care and the value of regular dental check-ups.



Figure 5. Preventive oral-health education and screening at Cappadocia Montessori Kindergarten, 19 November 2025. Source: Cappadocia University Oral and Dental Health Centre.

PRIMARY HEALTHCARE

Working with families in early childhood

Our preventive research connects dentistry with primary-care providers and parents.

On **20 August 2025**, we began a non-interventional study on a family- and healthcare worker-based preventive approach to **early childhood dental caries**. The project involves **eight family health centres in Ürgüp and Avanos** and concerns the oral-health knowledge and practices of parents and carers of children aged **0–2 years**.

The research record includes **100 parent questionnaires** and educational materials addressing daily oral care, feeding and bottle habits, the care of first teeth and the role of regular dental check-ups. Working through primary healthcare facilities helps bring preventive guidance closer to family routines.

Community research network

Location	Participating family health centres
Ürgüp	Ürgüp; Şehit Ömer Halisdemir; Ortahisar; Mustafapaşa
Avanos	Avanos; Özkonak; Kalaba Hacı Nuri Yaralı; Çalış

This is a multi-year research initiative. The 2025 record establishes the start of field activity, institutional partnerships and the documented research instruments; it does not imply that later clinical outcomes had already been achieved.



Figure 6. Family information materials on preventing early childhood dental caries, introduced in 2025.

SPECIALIST CARE

Healthy living services open to the community

Multidisciplinary provision supports rehabilitation, nutrition and communication needs.

At our Ürgüp Factory Campus, the **Physical Therapy and Healthy Living Application and Research Centre** combines specialist services with education and community engagement. Its provision includes physiotherapy and rehabilitation, nutrition and dietetics, speech and language therapy and physical activity facilities.

Community-facing service activity

Service area	External-use record	Data type
Speech and language therapy	168 monthly external-recipient records; 577 sessions	Service and session registers
Physiotherapy and rehabilitation	77 monthly external-recipient records	Service registers
Nutrition and dietetics	78 monthly external-recipient records	Service registers

The **577 speech and language therapy sessions** demonstrate continuing specialist provision. The monthly external-recipient totals for physiotherapy, nutrition and speech and language therapy are service records rather than confirmed unique persons, as a client may appear in several months.

Psychological support in the Healthy Living Centre

On **15 April 2025**, our University announced psychological support and developmental assessment services, including provision for children aged **2–12 years**. Individual, couples and family counselling broadened the Centre's wellbeing offer. The announcement identifies available provision and is not presented as a count of completed sessions.



Figure 7. Specialist services and psychological support provided through our Healthy Living Centre.

PHYSICAL ACTIVITY

Shared space for healthier living

We open organised exercise opportunities to community members beyond our University.

Our Healthy Living Centre's **fitness gym** and **reformer Pilates studio** are available to registered community users through paid memberships or appointment arrangements. The gym has operated since **December 2023**, and our Pilates service since **April 2024**. Both facilities operate on a six-day weekly schedule.

2025 membership records

Facility	University members	External memberships
Fitness gym	138	39
Pilates studio	90	51
Total membership records	228	90

Our 2025 records show **39 external fitness memberships** and **51 external Pilates memberships**. These are membership records, not a verified count of **90 different individuals**. Their separation from internal memberships nonetheless shows sustained public access to our exercise infrastructure.

Free community exercise

Indoor membership services were complemented by **free, advertised outdoor Pilates programmes** at our Factory Campus. Attendance registers record **50 attendances across three workshop dates**: **11 November 2024, 17 May 2025 and 1 June 2025**. Additional public sessions were advertised during 2025, but their unverified attendance is not included in the recorded total.



Figure 8. Sports facilities and community exercise programmes at our Ürgüp Factory Campus.

STUDENT WELLBEING

Free mental health support for students

Professional counselling and prevention activities create complementary pathways to wellbeing.

Within our **Office of the Dean of Students**, the Guidance and Psychological Counselling Unit offers **free individual psychological counselling** to enrolled students. Students can request support for anxiety, stress, adjustment to university life, relationships, communication difficulties and other emotional or social concerns, with appointments available face to face or online where appropriate.

3	89	481
COUNSELLORS	**STUDENTS**	**SESSIONS**
Institutional staffing	Individual support	Counselling activity

Our service records show that **89 students received 481 individual counselling sessions**, equivalent to approximately **5.4 sessions per supported student** on average. This average does not mean that each student attended an identical number of appointments.

Promoting good mental health

Alongside individual support, **seven student health and wellbeing seminars** between **25 October 2024 and 16 April 2025** recorded **1,868 attendances**. Topics included psychological resilience, managing difficulties, addiction prevention, new tobacco products, HIV/AIDS awareness and gender equality. Attendances may include repeat participation and therefore are not a unique-student count.



Figure 9. Student psychological counselling and mental health promotion activities.

HEALTH LITERACY

Information that supports informed choices

Our student services address sexual and reproductive health, infection prevention and addiction awareness.

Students can seek **free sexual and reproductive health information and counselling** through our existing student support arrangements. When medical assessment, testing or treatment is needed, they may be directed towards an appropriate external healthcare provider. Our free University-level information and guidance do not imply that every external medical service is free of charge.

Selected preventive health and awareness programmes

Date	Programme	Attendance records
25 Oct 2024	Combating Substance Addiction	105
29 Nov 2024	New-Generation Tobacco Products and Young People	125
16 Dec 2024	HIV/AIDS: Everything You Need to Know	736
6 Mar 2025	Narko Youth	93
16 Apr 2025	Is Gender Equality Possible?	100

These programmes addressed health risks, transmission and prevention, stigma, protective behaviours, personal safety and informed decision-making. We also announced further HIV/AIDS awareness and addiction prevention activities during the final months of 2025, including a **10 December 2025 HIV/AIDS awareness seminar**. Where participation figures were not documented, none has been assigned.

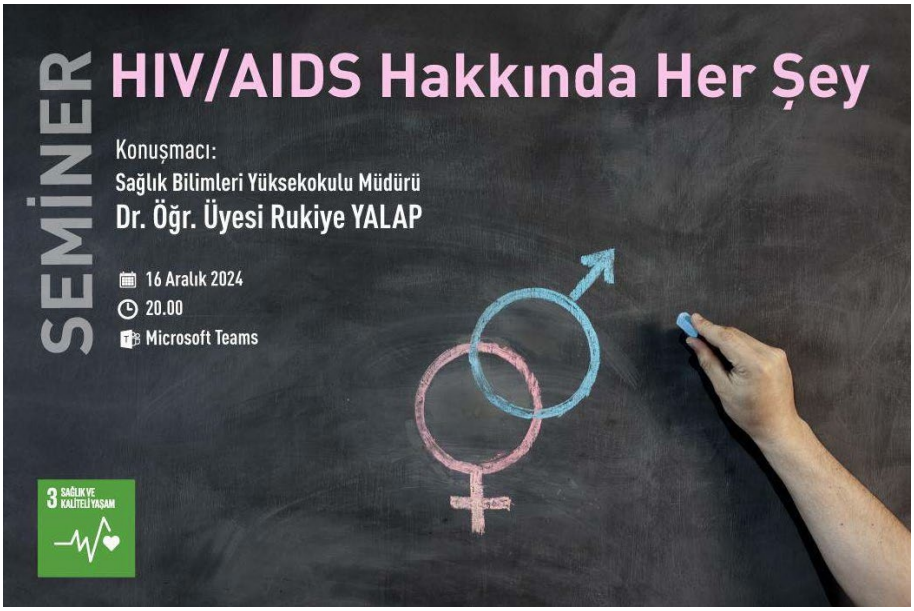


Figure 10. Free preventive health education and student access to sexual and reproductive health information.

STAFF WELLBEING

A safer and more supportive workplace

Health protection includes working conditions, psychological awareness and access to appropriate support.

Our **Administrative and Academic Organisation Directive (YNG.009)** assigns responsibilities for staff health, the coordination of psychological counselling and activities addressing physical, cultural and social needs. Our Human Resources arrangements also cover occupational risk assessment, prevention, emergency planning, safety awareness and induction training.

The **Guidance and Psychological Counselling Unit Directive (YNG.032)** provides for counselling within the scope of in-service training when required. The distinction between staff-focused guidance and students' individual counselling provision is maintained in our institutional approach.

Psychosocial capacity and prevention

On **1 September 2025**, **two members of our Guidance and Psychological Counselling Unit** took part in training on psychosocial support and psychological first aid in emergencies, delivered by the Nevşehir Provincial Directorate of Family and Social Services. This was a documented capacity-building activity, strengthening professional knowledge relevant to crisis response.

Our wider provision includes psychological resilience, stress management, awareness of workplace bullying and routes for reporting sexual harassment. Training programmes advertised in a course catalogue are treated as available provision, rather than automatically counted as completed 2025 activities.



Figure 11. Professional learning and institutional support for staff psychological wellbeing.

SMOKE-FREE CAMPUS

Protecting clean air in shared spaces

Our tobacco-control policy applies across University premises and has defined implementation procedures.

Our Senate-adopted **Smoke-Free Airspace Implementation Directive (YNG.055)**, published in **January 2024**, establishes tobacco-control provisions for our students, employees, visitors and other campus users. Tobacco consumption is prohibited in enclosed spaces and in outdoor areas other than specifically designated smoking locations.

The Directive requires designated outdoor smoking areas to occupy **no more than 30% of the overall outdoor area** and to be located **at least 10 metres from building entrances and exits**. Campus plans, notices, inspection arrangements and administrative procedures turn these requirements into a framework for implementation.

Setting or mechanism	Institutional provision
Enclosed buildings	Tobacco use prohibited
Outdoor communal spaces	Prohibited except in identified smoking areas
Designated smoking locations	Area limits, distance rules and visible notices
Implementation and compliance	Campus plans, security inspections and administrative registers

By restricting exposure to second-hand smoke and providing clearer rules for shared areas, the policy supports healthier settings for study, work and community activity. The existence of inspection forms and procedures is not represented as a numerical count of 2025 violations or sanctions.



Figure 12. Smoke-free campus implementation and clearly designated smoking areas.

HEALTH PARTNERSHIPS

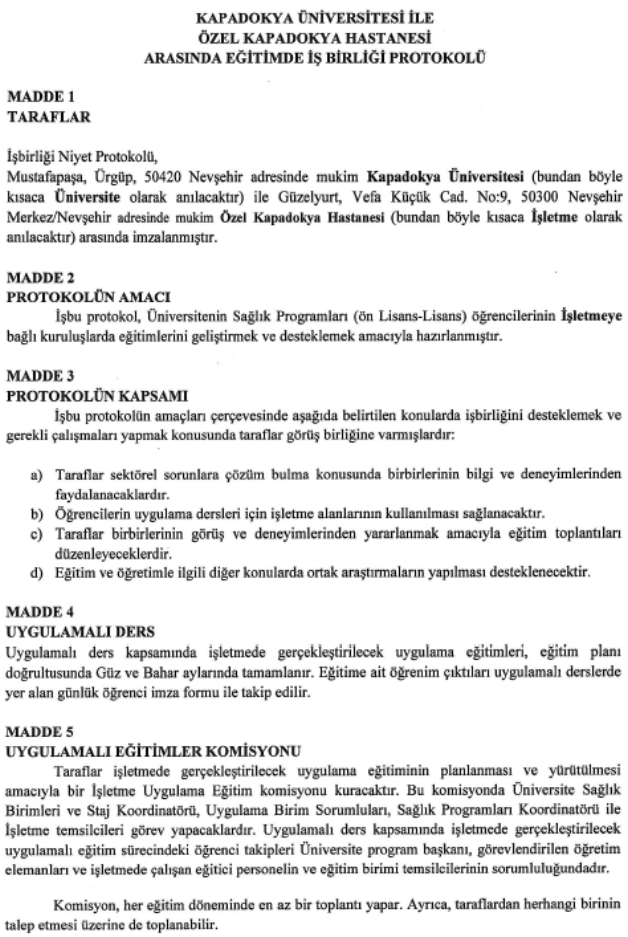
Bridging education and healthcare practice

We work with independent health organisations to support training, prevention and services.

Our **Educational Cooperation Protocol with Özel Kapadokya Hospital**, signed on **23 April 2025**, established arrangements for practice-based learning in a local hospital. A Practical Training Committee coordinates capacities, rotations, supervising personnel and assessment. On **24 April 2025**, a protocol with the **Kayseri Provincial Directorate of Health** supported clinical placements and vocational training in public healthcare settings.

External partner	Principal area of collaboration
Özel Kapadokya Hospital	Hospital-based practical education; 23 April 2025
Kayseri Provincial Directorate of Health	Training and healthcare placements; 24 April 2025
Eight family health centres in Ürgüp and Avanos	Early childhood dental research and family information
Güven and Kapadokya special education and rehabilitation centres	Physiotherapy, rehabilitation and speech and language therapy practice
Social Security Institution (SGK)	Healthcare service procurement arrangements
Turkish Red Crescent / Young Red Crescent	Blood donation and volunteer health awareness

Further cooperation included **Prime Dental Dental Prosthetics Laboratory** in **August 2025** and **Kapadokya Special Education and Rehabilitation Centre** in **September 2025**. Inter-university cooperation with **Nevşehir Hacı Bektaş Veli University** also connects our dentistry-related academic work to broader professional education and research.



KAPADOKYA ÜNİVERSİTESİ İLE
ÖZEL KAPADOKYA HASTANESİ
ARASINDA EĞİTİMDE İŞ BİRLİĞİ PROTOKOLÜ

MADDE 1
TARAFLAR

İşbirliği Niyet Protokolü,
Mustafapaşa, Ürgüp, 50420 Nevşehir adresinde mukim **Kapadokya Üniversitesi** (bundan böyle kısaca **Üniversite** olarak anılacaktır) ile Güzelyurt, Vefa Küçük Cad. No:9, 50300 Nevşehir Merkez/Nevşehir adresinde mukim **Özel Kapadokya Hastanesi** (bundan böyle kısaca **İşletme** olarak anılacaktır) arasında imzalanmıştır.

MADDE 2
PROTOKOLÜN AMACI
İşbu protokol, Üniversitenin Sağlık Programları (ön Lisans-Lisans) öğrencilerinin **İşletmeye** bağlı kuruluşlarda eğitimlerini geliştirmek ve desteklemek amacıyla hazırlanmıştır.

MADDE 3
PROTOKOLÜN KAPSAMI
İşbu protokolün amaçları çerçevesinde aşağıda belirtilen konularda işbirliğini desteklemek ve gerekli çalışmaları yapmak konusunda taraflar görüş birliğine varmışlardır:

a) Taraflar sektörel sorunlara çözüm bulma konusunda birbirlerinin bilgi ve deneyimlerinden faydalanacaklardır.
b) Öğrencilerin uygulama dersleri için işletme alanlarının kullanılması sağlanacaktır.
c) Taraflar birbirlerinin görüş ve deneyimlerinden yararlanmak amacıyla eğitim toplantıları düzenleyeceklerdir.
d) Eğitim ve öğretimle ilgili diğer konularda ortak araştırmaların yapılması desteklenecektir.

MADDE 4
UYGULAMALI DERS
Uygulamalı ders kapsamında işletmede gerçekleştirilecek uygulama eğitimleri, eğitim planı doğrultusunda Güz ve Bahar aylarında tamamlanır. Eğitime ait öğrenim çıktıları uygulamalı derslerde yer alan günlük öğrenci imza formu ile takip edilir.

MADDE 5
UYGULAMALI EĞİTİMLER KOMİSYONU
Taraflar işletmede gerçekleştirilecek uygulama eğitiminin planlanması ve yürütülmesi amacıyla bir İşletme Uygulama Eğitim komisyonu kuracaktır. Bu komisyonda Üniversite Sağlık Birimleri ve Staj Koordinatörü, Uygulama Birim Sorumluları, Sağlık Programları Koordinatörü ile İşletme temsilcileri görev yapacaklardır. Uygulamalı ders kapsamında işletmede gerçekleştirilecek uygulamalı eğitim sürecindeki öğrenci takipleri Üniversite program başkanı, görevlendirilen öğretim elemanları ve işletmede çalışan eğitici personelin ve eğitim birimi temsilcilerinin sorumluluğundadır.

Komisyon, her eğitim döneminde en az bir toplantı yapar. Ayrıca, taraflardan herhangi birinin talep etmesi üzerine de toplanabilir.

Figure 13. Formal partnerships supporting practical health education and community services in 2025.

COMMUNITY WELLBEING

Food literacy and intergenerational connection

Healthy living includes nutrition, social participation and relationships across generations.

Local food systems and nutrition education

The **Cappadocia–Uçhisar Slow Food Earth Market**, launched on **24 May 2025**, created a setting in which our University, local producers and households could exchange knowledge on food practices. Activities included healthy nutrition, food hygiene, safe production, labelling and seasonal food choices.

A **healthy nutrition education session on 24 May 2025**, alongside food-related learning for producers and the public, illustrates how our engagement with local food systems can also contribute to **nutrition and food-safety literacy**. These activities complement, rather than replace, our specialist nutrition and dietetics service.

Social wellbeing among older people

Student groups undertook residential-care visits and shared activities on **13 November 2024**, **16 January 2025** and **8 March 2025**. We recorded **53 student volunteering attendances** across the three activities, made up of **20, 18 and 15 attendances**. These figures describe student participation, not the number of older residents reached.

Such activities help foster contact between generations and support social participation, which forms part of our wider understanding of wellbeing.

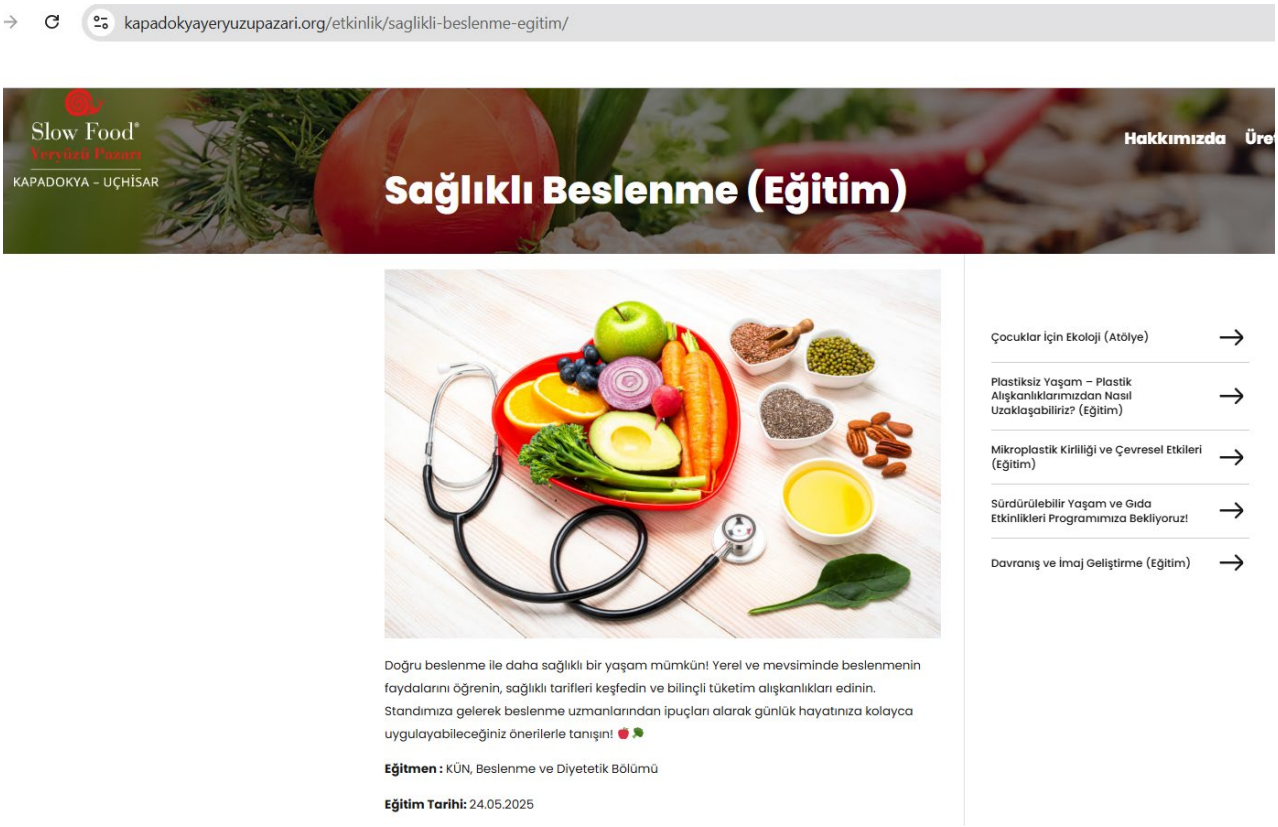


Figure 14. Healthy nutrition education and intergenerational community activities in 2025.

RESEARCH & SCHOLARSHIP

Health research with interdisciplinary reach

Our 2025 publication examples connect clinical practice, prevention and health-related science.

Our research contribution includes dentistry and metabolic health, adolescent brain health, spinal surgery and reproductive health. The publications below have identifiable **Cappadocia University authorship or affiliation** and documented **2025 electronic publication dates**. They are selected examples, not a comprehensive count of all our SDG 3-related scholarly output.

Selected peer-reviewed publications

Periodontal and metabolic health

Afşar, E., Doğan, K., Arslan, E., Eranıl, I., Oral, N., Kuzzu, K. B., Ceylan, T. and Öz, M. (2025, online). "Does Zn-Mediated Regulation of the Kynurenine Pathway Provide the Link Between Periodontal Disease and Diabetes?" Biological Trace Element Research. Print issue: 2026, 204(1), 1–12. DOI: 10.1007/s12011-025-04776-x.

Adolescent health and physical activity

Yiğit, H., Güler, H., Temircan, Z., Gökoğlu, A., Ökçesiz, İ., Artar, M., Dönmez, H., Unur, E. and Yılmaz, H. (2025). "The Effects of Active Methamphetamine Use Disorder and Regular Sports Activities on Brain Volume in Adolescents." Journal of Clinical Medicine, 14(15), 5212. DOI: 10.3390/jcm14155212.

Surgical outcomes

Gökoğlu, A., Yiğit, H., Doğan, K., Nisari, M. and Unur, E. (2025). "The Impact of Multilevel Anterior Cervical Discectomy and Fusion on Cervical Sagittal Alignment: A Comparative Study of Single-, Two-, and Three-Level Procedures." Journal of Clinical Medicine, 14(10), 3413. DOI: 10.3390/jcm14103413.

Reproductive health

Karaman, E., Yavuz, A., Karakas, E., Balcioglu, E., Karaca, B., Doganay, H. N., Sacinti, K. G. and Yildiz, O. (2025). "Impact of mRNA and Inactivated COVID-19 Vaccines on Ovarian Reserve." Vaccines, 13(4), 345. DOI: 10.3390/vaccines13040345.

Our early childhood oral-health project demonstrates a further link between **research activity and community prevention**, bringing fieldwork and educational materials into eight family health centres.

A YEAR OF ENGAGEMENT

Health education and public awareness in 2025

A broad programme reached students, schoolchildren, professionals and local residents.

Date	Activity	Health contribution
16 Apr	Brighten Your Smile, Mustafapaşa	110 schoolchildren; oral-health screening and education
6–7 May	Blood donation campaign with Young Red Crescent	Voluntary donation and awareness
24 May	Slow Food Earth Market opening and healthy nutrition education	Food literacy and community participation
22 Oct	World Stuttering Awareness Day Symposium	Communication health and social inclusion
31 Oct	Combating Substance Addiction	Preventive health awareness
6 Nov	Narko Youth	Education on addiction risks
19 Nov	Montessori oral-health programme	41 people reached; programme feedback recorded
10 Dec	HIV/AIDS Awareness Seminar	Sexual health and prevention information
13 Dec	Pre-hospital ECG and Arrhythmia Management	Professional healthcare learning

Our activity calendar combines **implemented programmes with recorded reach** and **publicly announced events**. Where a verified attendance or outcome total is unavailable, the event is described by its purpose and documented date rather than assigned an estimated audience.



Figure 15. Selected community health, preventive education and professional learning activities during 2025.

UNDERSTANDING IMPACT

What our measures tell us

Clear definitions make our health and wellbeing contribution interpretable and comparable.

Dimension	Documented 2025 finding	What it measures
Education	243 health graduates of 659 total	Graduation output
Dental services	26,934 procedures and 5,669 patient records	Clinical activity and access
Patient experience	95.22% satisfaction	Reported service experience
School-based prevention	41 reached at Montessori; 98% feedback	Outreach and programme evaluation
Student psychological support	89 students, 481 sessions	Individual counselling provision
Health literacy	1,868 attendances in seven seminars	Event participation, including possible repeats
Exercise access	39 fitness and 51 Pilates external memberships	Membership records, not unique people
Health partnerships	Dated protocols and field projects	Formal collaboration and delivery arrangements

We **do not aggregate clinical procedures, patient records, counselling sessions, monthly external-user records and event attendances** as though they represented the same unit. This distinction strengthens the reliability of the account and shows where new data collection can make future assessments more meaningful.

Strengthening our monitoring

Future monitoring can benefit from more systematic reporting of **unique community beneficiaries**, repeat visits, screening referrals, follow-up outcomes, anonymised service feedback and accessibility of health activities. These are opportunities for continued improvement, not claimed 2025 achievements.

OUR CONTRIBUTION

Making healthier communities possible

Health education and practice connect our University with wider social development goals.

Our primary contribution is to **SDG 3 – Good Health and Well-being** through health-professions education, oral and dental clinical services, preventive school and family programmes, psychological support, physical activity facilities, health awareness and a smoke-free campus environment.

Connections with other development goals

SDG 4 – Quality Education. Professional health education, clinical practice, community health literacy and lifelong learning.

SDG 5 – Gender Equality. Access to sexual and reproductive health information and support for inclusive, respectful learning and working environments.

SDG 10 – Reduced Inequalities. Community access to selected health and sports services and work with children, older people and people with specialist support needs.

SDG 17 – Partnerships for the Goals. Formal cooperation with public health bodies, local hospitals, family health centres, rehabilitation providers, other universities and civil society.

Our 2025 perspective

The year demonstrates how educational outcomes, clinical service activity, preventive public health, campus wellbeing and external partnerships can form a coherent institutional contribution. We will continue connecting our professional knowledge and facilities with the health needs of the communities we serve.



Figure 16. Connecting health education, healthcare provision and community participation at Cappadocia University.