

## AIM(s) of the PHASE-2 COMMITTEE-3

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| 1. | In this committee, it is aimed that the students evaluate the embryological development of the nervous system and sensory organs, their developmental anomalies, the structures and functions that make up these systems, and their anatomical, histological, physiological and biochemical properties by associating them with the laws of biophysics. |
| 2. | In this committee, it is aimed that the students be able to classify bacteria of medical importance and to comprehend, compare and interpret their structural features, pathogenesis, diseases caused, prevention and treatment.  |
| 3. | In this committee, it is aimed that the students understand the basic information about antibacterial drugs and the mechanisms of resistance to antibacterial drugs.  |
| 4. | With the special study module, it is aimed that students develop their independent learning skills in their fields of interest, learn and apply the basic principles of scientific methodology, and develop their skills in presenting scientific studies in written and oral form.   |

## OBJECTIVE(S) of the PHASE-2 COMMITTEE-3

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| 1.  | To be able to distinguish between the central nervous system and the peripheral nervous system, to be able to define the details of these anatomical structures, to be able to establish their connections and relations with each other, and to be able to show their location on a cadaver and model |
| 2.  | To be able to describe the connections of descending and ascending pathways in detail, to be able to explain the clinical reflections of damage to these pathways  |
| 3.  | To be able to describe nuclei, course, and anatomy of cranial nerves   |
| 4.  | To be able to define brain vessels, meninges, dura mater vein sinuses and CSF circulation  |
| 5.  | To be able to explain the detailed anatomical structure and function of the autonomic nervous system   |
| 6.  | To be able to define the anatomy of the eye, ear and its appendages, to be able to establish the basic connections of the visual and auditory pathways   |
| 7.  | To be able to count the organs/structures and histological layers that make up the central nervous system and peripheral nervous system  |
| 8.  | To be able to count the embryological structures in which the central nervous system and peripheral nervous system organs develop  |
| 9.  | To be able to define the histological layers of the structures that make up the eye and when the structures of the eye develop from which embryonic layers   |
| 10. | To be able to define the histological layers of the structures that make up the ear and when they develop from which embryonic layers  |
| 11. | To be able to count the structures and histological layers that make up the skin and its appendages completely   |
| 12. | To be able to explain the types of stimuli and the mechanisms of perception and transmission of various stimuli and the mechanisms of creating appropriate responses to stimuli  |
| 13. | To be able to describe and interpret the normal functions of various parts of the central nervous system and sensory organs  |
| 14. | To be able to interpret the functional relationship of various parts of the central nervous system with each other   |
| 15. | To be able to explain how the states of consciousness and affect are regulated by the  |

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|     | nervous system   |
| 16. | To be able to explain the mechanisms by which the nervous system regulates human behavior  |
| 17. | To be able to describe neurotransmitters, their receptors, and to be able to explain their synthesis and degradation pathways  |
| 18. | To be able to describe the properties and mechanisms of synaptic transmission and nervous system biochemistry  |
| 19. | To be able to explain the basics of information in biological systems, EEG and evoked potentials, biophysical basis of visual activity and eye defects   |
| 20. | To be able to explain the classification and structural features of bacteria of medical importance   |
| 21. | To be able to describe, compare and interpret the pathogenesis of medically important bacteria, the diseases they cause, their prevention and treatment  |
| 22. | To be able to explain basic information about antibacterial drugs, resistance mechanisms to antibacterial drugs and their importance   |
| 23. | To be able to work within the scope of learner-centered practices, communication, time management, questioning perspective, orientation to different interests and getting to know the target area for career choice |
| 24. | To be able to demonstrate effective communication and presentation skills by working more closely in small groups within teamwork  |
| 25. | To be able to compile scientific data, summarize with tables and graphs, analyze scientific data with appropriate methods and interpret the results, which are included in basic medicine practices                  |
| 26. | To be able to plan a research using scientific principles and methods  |
| 27. | To be able to access current literature information and to be able to read it with a critical eye, to be able to apply the principles of evidence-based medicine in clinical decision-making process                 |
| 28. | To be able to interpret the health level of the service area using health level indicators   |
| 29. | To be able to work within the scope of learner-centered practices, communication, time management, questioning perspective, orientation to different interests and getting to know the target area for career choice |
| 30. | To be able to demonstrate effective communication and presentation skills by working more closely in small groups within teamwork  |

## INTENDED LEARNING OUTCOME(S) PHASE-2 COMMITTEE-3

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| 1.  | Can distinguish between the central nervous system and the peripheral nervous system, can define the details of these anatomical structures, can establish their connections and relations with each other, and can show their location on a cadaver and model. |
| 2.  | Can describe the connections of descending and ascending pathways in detail, can explain the clinical reflections of damage to these pathways.  |
| 3.  | Can describe nuclei, course, and anatomy of cranial nerves.   |
| 4.  | Can define brain vessels, meninges, dura mater vein sinuses and CSF circulation.  |
| 5.  | Can explain the detailed anatomical structure and function of the autonomic nervous system.   |
| 6.  | Can define the anatomy of the eye, ear and its appendages, can establish the basic connections of the visual and auditory pathways.   |
| 7.  | Can count the organs/structures and histological layers that make up the central nervous system and peripheral nervous system.  |
| 8.  | Can count the embryological structures in which the central nervous system and peripheral nervous system organs develop.  |
| 9.  | Can define the histological layers of the structures that make up the eye and when the structures of the eye develop from which embryonic layers.   |
| 10. | Can define the histological layers of the structures that make up the ear and when they develop from which embryonic layers.  |
| 11. | Can count the structures and histological layers that make up the skin and its appendages completely.   |
| 12. | Can explain the types of stimuli and the mechanisms of perception and transmission of various stimuli and the mechanisms of creating appropriate responses to stimuli.  |
| 13. | Can describe and interpret the normal functions of various parts of the central nervous system and sensory organs.  |
| 14. | Can interpret the functional relationship of various parts of the central nervous system with each other.   |
| 15. | Can explain how the states of consciousness and affect are regulated by the nervous   |

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|     | system.   |
| 16. | Can explain the mechanisms by which the nervous system regulates human behavior.  |
| 17. | Can describe neurotransmitters, their receptors, and can explain their synthesis and degradation pathways.  |
| 18. | Can describe the properties and mechanisms of synaptic transmission and nervous system biochemistry.  |
| 19. | Can explain the basics of information in biological systems, EEG and evoked potentials, biophysical basis of visual activity and eye defects.   |
| 20. | Can explain the classification and structural features of bacteria of medical importance.   |
| 21. | Can describe, compare and interpret the pathogenesis of medically important bacteria, the diseases they cause, their prevention and treatment.  |
| 22. | Can explain basic information about antibacterial drugs, resistance mechanisms to antibacterial drugs and their importance.   |
| 23. | Can work within the scope of learner-centered practices, communication, time management, questioning perspective, orientation to different interests and getting to know the target area for career choice. |
| 24. | Can demonstrate effective communication and presentation skills by working more closely in small groups within teamwork   |
| 25. | Can compile scientific data, summarize with tables and graphs, analyze scientific data with appropriate methods and interpret the results, which are included in basic medicine practices.                  |
| 26. | Can plan a research using scientific principles and methods   |
| 27. | Can access current literature information and can read it with a critical eye, can apply the principles of evidence-based medicine in clinical decision-making process.                                     |
| 28. | Can interpret the health level of the service area using health level indicators.   |
| 29. | Can work within the scope of learner-centered practices, communication, time management, questioning perspective, orientation to different interests and getting to know the target area for career choice. |
| 30. | Can demonstrate effective communication and presentation skills by working more closely in small groups within teamwork.  |