**AIM(S) of the** **PHASE-2/ COMMITTEE-5**

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|  | In this committee, it is aimed that the students comprehend the embryonic development, anatomical and histological structure of the excretory, reproductive and endocrine systems. |
|  | In this committee, it is aimed that the students comprehend the structure, synthesis and action mechanisms of hormones. |
|  | In this committee, it is aimed that the students explain the functions of the excretory, reproductive and endocrine systems physiologically, interpret their clinical connections, and comprehend the functions of the endocrine organs involved in the regulation of growth-development and reproduction. |
|  | In this committee, it is aimed that the students will be able to learn, compare and interpret the classifications, structural features, pathogenesis, diseases caused, prevention and treatment of fungi and parasites that have medical importance. |
|  | In this committee, it is aimed that students gain the skills of intramuscular, subcutaneous and intradermal injections, vascular access, blood collection, serum insertion, intravenous injection, wound care and suturing, basic life support in adults, intubation and recovery positioning. |
|  | In this committee, it is aimed to strengthen the basic competencies of the students in the fields of "Showing a Scientific and Analytical Approach" and "Lifelong Learning", which are two main competence areas related to individual and professional development. |

**OBJECTIVE(S) of the PHASE-2/COMMITTEE-**

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| 1.
 | To be able to describe the anatomy, function, vessels and innervation of endocrine organs and to be able to show these structures in the laboratory. |
|  | To be able to describe the anatomy, function, vessels and innervation of the bladder, kidney and adrenal gland and to show these structures in the laboratory. |
|  | To be able to explain the anatomy of the ureter and urethra, its strictures, crossings, neighborhoods, vascularization and innervation and show it in the laboratory. |
|  | To be able to explain the anatomical structure of female and male internal and external genital organs and to be able to show these structures in the laboratory. |
|  | To be able to identify pelvic arteries, veins and lymphatics and to be able to demonstrate these structures in the laboratory |
|  | To be able to identify the muscles, fascia, vessels and nerves of the perineum and to be able to demonstrate these structures in the laboratory |
|  | To be able to count the structure of the nephron, the histological layers and cells of the organs that make up the urinary system. |
|  | To be able to fully enumerate the structures in which the urinary system organs develop. |
|  | To be able to fully explain all organs, histological layers, cells and functions of the male and female reproductive system. |
|  | To be able to fully enumerate the structures in which male and female reproductive system organs develop, to be able to fully explain the organs of the endocrine system, histological layers of organs, cells and their functions. |
|  | To be able to fully enumerate the structures in which the endocrine system organs develop. |
|  | To be able to explain the hemodynamic properties of renal circulation and the functional importance of these properties. |
|  | To be able to list the mechanisms of filtration of fluids in the kidney and the factors affecting it. |
|  | To be able to explain the reabsorption and secretion mechanisms and the formation of urine along the renal tubules. |
|  | To be able to explain and interpret the functional mechanisms of micturition. |
|  | To be able to explain the physiopathology of acidosis and alkalosis. |
|  | To be able to explain the general and structural properties, synthesis and metabolism, mechanism of action and place of action of hormones. |
|  | To be able to interpret the interactions of hormones with each other and the control of their secretion. |
|  | To be able to explain the functions, periods and tissues of hormones that are effective on growth and development. |
|  | To be able to explain the functions of hormones involved in the regulation of metabolism and to be able to explain the metabolic steps in which they are effective. |
|  | To be able to count the functions of hormones that function in the regulation of body fluid-electrolyte and ion balance. |
|  | To be able to explain the effects of hormones that contribute to the adaptation of the organism to various stress situations. |
|  | To be able to interpret the mechanisms of regulation of reproductive function in men and women by explaining the hormonal changes that occur during the process of gaining reproductive function and the results of these changes. |
|  | To be able to explain the causes of hormonal and systemic changes that occur during pregnancy, to be able to explain the mechanisms that contribute to the birth and lactation. |
|  | To be able to explain the biochemical properties and signaling mechanisms of hormones. |
|  | To be able to explain the general and structural features, synthesis and metabolism, mechanism of action and place of action of adrenal cortex and adrenal medulla hormones, sex gland hormones, calcium metabolism regulating hormones, pituitary and hypothalamic hormones, pancreatic hormones, gastrointestinal hormones and thyroid hormones, and interpret their clinical situations. |
|  | To be able to explain the properties of kidney tissue biochemistry, to count function tests and to explain the purpose of use. |
|  | To be able to classify medicinally important mushrooms and describe their structural features. |
|  | To be able to explain, compare and interpret the pathogenesis, diseases caused, prevention and treatment of fungi of medical importance. |
|  | To be able to explain basic information about antimycotic drugs. |
|  | To be able to explain the classification and structural features of parasites of medical importance. |
|  | To be able to explain, compare and interpret the pathogenesis, diseases caused, prevention and treatment of parasites of medical importance. |
|  | To be able to describe basic information about antiparasitic drugs |
|  | To be able to count the steps of intramuscular, subcutaneous and intradermal injection applications, respectively, and to be able to apply them on the model. |
|  | To be able to count the steps of vascular access, blood collection, serum insertion and intravenous injection applications, respectively, and to be able to apply them on the model. |
|  | To be able to count the steps of wound care and suturing application, respectively, and to be able to apply them on the model. |
|  | To be able to count the steps of basic life support, intubation and recovery position in adults, respectively, and to be able to apply them on the model. |
|  | To be able to compile scientific data, summarize with tables and graphs, analyze scientific data with appropriate methods and to be able to interpret the results, which are included in Basic Medicine Practices. |
|  | To be able to plan a research using scientific principles and methods |
|  | To be able to access current literature information and read it with a critical eye, to be able to apply the principles of evidence-based medicine in clinical decision making process. |
|  | To be able to interpret the health level of the service area using health level indicators |
|  | To be able to work within the scope of learner-centered practices, communication, time management, questioning perspective, to be able to focus on different interests and getting to know the target area for career choice. |
|  | 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-5**

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|  | Can describe the anatomy, function, vessels and innervation of endocrine organs and can show these structures in the laboratory. |
|  | Can describe the anatomy, function, vessels and innervation of the bladder, kidney and adrenal gland and to show these structures in the laboratory. |
|  | Can explain the anatomy of the ureter and urethra, its strictures, crossings, neighborhoods, vascularization and innervation and show it in the laboratory. |
|  | Can explain the anatomical structure of female and male internal and external genital organs and can show these structures in the laboratory. |
|  | Can identify pelvic arteries, veins and lymphatics and can demonstrate these structures in the laboratory |
|  | Can identify the muscles, fascia, vessels and nerves of the perineum and can demonstrate these structures in the laboratory |
|  | Can count the structure of the nephron, the histological layers and cells of the organs that make up the urinary system. |
|  | Can fully enumerate the structures in which the urinary system organs develop. |
|  | Can fully explain all organs, histological layers, cells and functions of the male and female reproductive system. |
|  | Can fully enumerate the structures in which male and female reproductive system organs develop, can fully explain the organs of the endocrine system, histological layers of organs, cells and their functions. |
|  | Can fully enumerate the structures in which the endocrine system organs develop. |
|  | Can explain the hemodynamic properties of renal circulation and the functional importance of these properties. |
|  | Can list the mechanisms of filtration of fluids in the kidney and the factors affecting it. |
|  | Can explain the reabsorption and secretion mechanisms and the formation of urine along the renal tubules. |
|  | Can explain and interpret the functional mechanisms of micturition. |
|  | Can explain the physiopathology of acidosis and alkalosis. |
|  | Can explain the general and structural properties, synthesis and metabolism, mechanism of action and place of action of hormones. |
|  | Can interpret the interactions of hormones with each other and the control of their secretion. |
|  | Can explain the functions, periods and tissues of hormones that are effective on growth and development. |
|  | Can explain the functions of hormones involved in the regulation of metabolism and can explain the metabolic steps in which they are effective. |
|  | Can count the functions of hormones that function in the regulation of body fluid-electrolyte and ion balance. |
|  | Can explain the effects of hormones that contribute to the adaptation of the organism to various stress situations. |
|  | Can interpret the mechanisms of regulation of reproductive function in men and women by explaining the hormonal changes that occur during the process of gaining reproductive function and the results of these changes. |
|  | Can explain the causes of hormonal and systemic changes that occur during pregnancy, can explain the mechanisms that contribute to the birth and lactation. |
|  | Can explain the biochemical properties and signaling mechanisms of hormones. |
|  | Can explain the general and structural features, synthesis and metabolism, mechanism of action and place of action of adrenal cortex and adrenal medulla hormones, sex gland hormones, calcium metabolism regulating hormones, pituitary and hypothalamic hormones, pancreatic hormones, gastrointestinal hormones and thyroid hormones, and interpret their clinical situations. |
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|  | Can count the steps of intramuscular, subcutaneous and intradermal injection applications, respectively, and can apply them on the model. |
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|  | Can count the steps of wound care and suturing application, respectively, and can apply them on the model. |
|  | Can count the steps of basic life support, intubation and recovery position in adults, respectively, and can apply them on the model. |
|  | Can compile scientific data, summarize with tables and graphs, analyze scientific data with appropriate methods and can interpret the results, which are included in Basic Medicine Practices. |
|  | Can plan a research using scientific principles and methods |
|  | Can access current literature information and read it with a critical eye, can apply the principles of evidence-based medicine in clinical decision-making process. |
|  | Can interpret the health level of the service area using health level indicators |
|  | Can work within the scope of learner-centered practices, communication, time management, questioning perspective, can focus on different interests and getting to know the target area for career choice |
|  | Can demonstrate effective communication and presentation skills by working more closely in small groups within teamwork |