**PHASE-1 /** **COMMITTEE-3 AIM(S)**

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|  | In this committee, it is aimed that the students comprehend the structures, classifications, metabolisms of proteins, lipids and enzymes and their disorders. |
|  | In this committee, it is aimed that the students gain the necessary knowledge and skills about patient-physician communication and physical examination. |
|  | In this committee, it is aimed that students have basic information about bones, joints and appendicular skeletal system and comprehend the place of anatomy in medical education. |
|  | In this committee, it is aimed that the students comprehend the structure of the cell, its functioning mechanism, by associating it with the diseases that affect this mechanism. |
|  | In this committee, it is aimed that students comprehend the diagnosis mechanisms of common genetic diseases. |
|  | In this committee, it is aimed that the students comprehend the biostatistics topics and application areas. |

**PHASE-1 / COMMITTEE-3 OBJECTIVE(S)**

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|  | To be able to recognize the structure of peptides and proteins, to be able to classify, to be able to explain synthesis and degradation. |
|  | To be able to classify lipids and fatty acids, to be able to recognize their structure and properties, to be able to explain metabolism and metabolic disorders. |
|  | To be able to explain the structures, classification, enzyme kinetics and enzyme inhibition of enzymes. |
|  | To be able to define lipid determination methods |
|  | To be able to explain the protein determination methods. |
|  | To be able to explain the basic principles of patient-physician communication. |
|  | To be able to explain the importance of communication |
|  | To be able to explain physical examination methods |
|  |  To be able to explain the definition, history, and importance of anatomy in medical education. |
|  | To be able to define the formations of the human body and anatomical terminology. |
|  | To be able to describe the bones of the upper and lower extremities and the structures on the bones |
|  | To be able to explain the general features of the joints |
|  | To be able to recognize lower and upper extremity joints, joint types, ligaments and explain their functions. |
|  | To be able to explain the substance transport and resting potential in the cell membrane. |
|  | To be able to explain the electrical and chemical gradients of ions. |
|  | To be able to define ion channels and HH channel model |
|  | To be able to explain the structure and functions of DNA, RNA, and proteins. |
|  | To be able to describe the molecular mechanisms in single gene diseases, multifactorial diseases, and cancer. |
|  | To be able to explain the concept of inheritance |
|  | To be able to explain the macromolecules and cell structure function |
|  | To be able to explain the algorithm to be followed in the suspicion of single gene disease. |
|  | To be able to group chromosomal abnormalities |
|  | To be able to explain at a guiding level about prenatal diagnosis |
|  | To be able to explain the indications of preimplantation genetic diagnosis |
|  | To be able to identify the inheritance pattern by looking at the family tree |
|  | To be able to define science and scientific research methods |
|  | To be able to explain statistical tests used in scientific research. |
|  | To be able to work in teams and produce solutions with instructors |
|  | To be able to be aware of social responsibilities and contributing to their improvement |

**PHASE-1 / COMMITTEE-3 INTENDED LEARNING OUTCOME(S)**

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|  | Can recognize the structure of peptides and proteins, can classify, can explain synthesis and degradation. |
|  | Can classify lipids and fatty acids, can recognize their structure and properties, can explain metabolism and metabolic disorders. |
|  | Can explain the structures, classification, enzyme kinetics and enzyme inhibition of enzymes. |
|  | Can define lipid determination methods. |
|  | Can explain the protein determination methods. |
|  | Can explain the basic principles of patient-physician communication. |
|  | Can explain the importance of communication. |
|  | Can explain physical examination methods. |
|  |  Can explain the definition, history, and importance of anatomy in medical education. |
|  | Can define the formations of the human body and anatomical terminology. |
|  | Can describe the bones of the upper and lower extremities and the structures on the bones. |
|  | Can explain the general features of the joints. |
|  | Can recognize lower and upper extremity joints, joint types, ligaments and explain their functions. |
|  | Can explain the substance transport and resting potential in the cell membrane. |
|  | Can explain the electrical and chemical gradients of ions. |
|  | Can define ion channels and HH channel model. |
|  | Can explain the structure and functions of DNA, RNA, and proteins. |
|  | Can describe the molecular mechanisms in single gene diseases, multifactorial diseases and cancer. |
|  | Can explain the concept of inheritance |
|  | Can explain the macromolecules and cell structure function. |
|  | Can explain the algorithm to be followed in the suspicion of single gene disease. |
|  | Can group chromosomal abnormalities. |
|  | Can explain at a guiding level about prenatal diagnosis. |
|  | Can explain the indications of preimplantation genetic diagnosis. |
|  | Can identify the inheritance pattern by looking at the family tree. |
|  | Can define science and scientific research methods. |
|  | Can explain statistical tests used in scientific research. |
|  | Can work in teams and produce solutions with instructors. |
|  | Can be aware of social responsibilities and contributing to their improvement. |