SANKO ÜNİVERSİTESİ TIP FAKÜLTESİ	Board Code and Name	Term of the Board	Course Hours of the Board (Theoretical/ Practical)	ECTS of the Board	Language of the Board	Board Type
	TIP202 - Nervous System and Diseases	1st Semester / Fall Semester	154/38	14	Turkish	Imperative

Board Responsible(s)	Prof. Dr. Münife NEYAL, Chair of the Course Board Assoc. Prof. Dr. Yasemin EKMEKYAPAR FIRAT, Vice President of the Course Board Assist. Prof. Dr. H. İbrahim ÖZTÜRK, Vice Chairman of the Course Board
Board's Learning and Teaching Techniques	1. Expression 2. Argument 3. Q&A 4. Interactive Presentation 5. Panel 6. Team/Group Work 7. Observation 8. Application
Measuring the Board Techniques	1. Written Exam 2. Practice Exam 3. Formative Assessment
Purpose of the Board	At the end of the TIP202 Course Board, students; normal of the nervous system and sensory organs structure, development and functions, etiopathogenesis and symptoms of diseases related to this system, basic clinical and laboratory findings, diagnostic methods and drugs used in treatment, basic approach principles to a clinical case, stress and stress management, gender, psychological and social well-being.
Learning Objectives of the Board	Knowledge 1. Explain the embryological origins and development of the system, respectively. 2. Describe the histological structures and physiological mechanisms of the system. 3. It counts the anatomical structures of the system together with their functional features. 4. Counts viral diseases and agents and lists diagnostic methods. 5. etiopathogenesis of basic diseases related to the system, symptoms, clinical, laboratory and Histopathological basis counts their findings. 6. Defines the tests and techniques used in the diagnosis of basic diseases related to the system. 7. Defines the imaging methods used in the diagnosis of basic diseases related to the system. 8. The treatment methods applied in basic diseases related to the system and the mechanisms of action of the drugs used Describes; indications, common side effects, contraindications and major drug interactions. 9. Define the principles of approach to the patient in psychiatry. 10. Etiopathogenesis, clinical signs and treatment methods of psychiatric disorders that are common in the community Describes. 11. Define the concepts of psychological and social well-being. 12. Defines stress, explains the principles of stress management. 13. Explain the concepts of discrimination, bias, stigma and gender. 14. Explains the techniques of positioning the patient, wearing a neck brace, and carrying the patient. 15. Glasgow defines the coma score. 16. Explain the principles of general neurological assessment, count its steps Skill 1. Distinguish the embryological origins of the system and their development. 2. It counts and shows the anatomical structures of the system. 3. It positions the patient on the mannequin and performs patient placement practices on the back board. 4. The mannequin wears a neck brace on it. 5. Apply and demonstrate patient transport techniques. 6. Calculates the patient's Glasgow coma score. 7. Performs cranial nerve, sensory, motor and reflex examinations on the simulated patient. 8. Performs a microscopic examination of the cerebrospinal fluid. Economy 1. Exhibits the motivation to learn system-related knowledge and skills. 2. Demonstrates awareness of discrimination, bias, stigma and gender issues. 3. Exhibits responsible physician attitudes and behaviors towards theoretical courses and practices. 4. The importance of an evidence-based scientific approach in the evaluation of a clinical case Adopts.

Content of the Board	The normal structure, development and functions of the nervous system and sensory organs, the main diseases related to this system etiopathogenesis, symptoms, basic clinical and laboratory findings, diagnostic methods and General information is given about the drugs used in their treatment. In Behavioral, Social and Human Sciences (DSBB) courses; Gender, psychological and social well-being and stress are covered. Vocational Skills Practices (MBU) in small groups In the lessons, wearing a neck brace, positioning the patient and patient carrying technique, Glasgow coma score and general neurological evaluation are performed. In the Clinical Case Evaluation (CODE) courses, which are taught in the form of discussions together, predictions are presented about the scientific approach to different cases.
Resources	1. Gray's Anatomy The Anatomical Basis of Clinical Practice- Editor-in-Chief: Susan Standing, 41. Edition-Elsevier. 2. Kayaalp, O. Medical Pharmacology in terms of rational treatment 1-2. 13th edition, Pelikan Bookstore, Ankara, 2018. 3. Guyton and Hall. Medical Physiology- John E. Hall Translation Editor: Berrak Ç. Yeğen, Güneş Medical Bookstores-13. Oppression. 4. Keith L. Moore, T.V.N. Persaud, Mark G. Torchia. Clinical Aspects of Human Embryology. Translation Editor: Hakkı Dalçık- 10. Print Nobel Medical Bookstore. 5. Antony L. Mescher. Junqueira Basic Histology Topic and Atlas. Translation Editors: Seyhun Solakoğlu, Aslı Erdogan, Hasan Serdar Mutlu- 14. Print Sun Medical Bookstores. 6. Patrick R. Murray. Basic Medical Microbiology. Translation Editor: A. Dürdal Us, Ahmet Başustaoğlu, Güneş Medical Bookstore, 2016. 7. Robbins Basic Pathology, Translation Editors S. Tuzlalı, M. Güllüoğlu, U. Çevikbaş, Nobel Medicine Bookstore 2014.

Courses (Theoretical/Practical ma)	**Board Topics**
1st Week	Histology/Embryology (T), Anatomy (T), Physiology (T), Microbiology (T).
2nd Week	Anatomy (T), Pharmacology (T), Microbiology (T), Physiology (T), Histology/Embryology (T), Pathology (T).
3rd Week	Anatomy (T), Pathology (T), Physiology (T), Histology/Embryology (T), Microbiology (T).
4th Week	Physiology (T/u), Pathology (T/U), Anatomy (T/U), Clinical Approach (T/Neurology, Radiology, Nuclear Medicine), Histology/Embryology (T/U), Microbiology (U).
5th Week	Physiology (T/U), Anatomy (T/U), PANEL (T), Pharmacology (T), Clinical Approach (T/ Neurology, Otorhinolaryngology), Pathology (T), Histology/Embryology (T), MBU (U).
6th Week	Pharmacology (T), Histology/Embryology (T/U), Physiology (T), Clinical Approach (T/ Neurology, Neurosurgery, Ophthalmology, Infectious Diseases), Pathology (T), Anatomy (U).
7th Week	Pharmacology (T), Clinical Approach (T / Infectious Diseases, Ophthalmology, Neurology, Psychiatry Otorhinolaryngology, CODE), Anatomy (U), Physiology (U), MBU (U).
8th Week	Pharmacology (T), Clinical Approach (T/CODE), PANEL (T), Physiology (U), Pathology (U), MBU (U).
Explanation: T: Theoretical U: Application MBU: Vocational Skills Practices CODE: Clinical Case Review	

Number of Questions in the Board		
Exam Type	**Theoretical**	**Application**
Board Exam	100	0
Finale	100	0
Integration	100	0

Evaluation System		
Semester Studies	**Number**	**Total Contribution (%)**
Continuation	0	0
Laboratory	0	0
Application	5	12
Fieldwork	0	0
Course-Specific Internship (If Available)	0	0
Assignments	0	0
Presentation	0	0
Projects	0	0
Seminar	0	0
Theoretical Midterm Exam	1	28
Finale	1	60
	Sum	**100**
Success of Semester Studies	1	40
Final Work	1	60
	Sum	**100**
Explanation: While calculating the contribution rates of the evaluation system, **SANKO University Associate Degree and Undergraduate Education and Examination Regulations and Faculty of Medicine Education and Measurement-Evaluation Directive** are valid.		

Student Workload Table			
Events	**Number (weeks)**	**Time (class time)**	**Sum**
Course Duration (Exam Week) Included)	8	19	154
Laboratory	0	0	0
Application	6	6	38
Course-Specific Internship (If Available)	0	0	0
Fieldwork	0	0	0
Out-of-Class Study Time	8	21	168
Presentation/Seminar Preparation	0	0	0
Project	0	0	0
Assignments	0	0	0
Board Exam	0	0	0
Final Exams	0	0	0
Total Workload	**22**	**46**	**360**

Program Competencies	TIP202 COURSE BOARD LEARNING OBJECTIVES																											
	B1	**B2**	**B3**	**B4**	**B5**	**B6**	**B7**	**B8**	**B9**	**B10**	**B11**	**B12**	**B13**	**B14**	**B15**	**B16**	**BC1**	**BC2**	**BC3**	**BC4**	**BC5**	**BC6**	**BC7**	**BC8**	**T1**	**T2**	**T3**	**T4**
PY_B1	5	5	5														5	5										
PY_B2				5	5		3			5					4	4						4	4	2				
PY_B3											5	2																
PY_B4					4	5	5	5	5	5				4	4	4						4	4	2				4
PY_B5											3	3																
PY_B6											3		3															
PY_B7																												
PY_B8																												
PY_B9																												
PY_B10																												
PY_B11											5	5	4															
PY_B12																												
PY_B13																												
PY_BC1											3	2																
PY_BC2									3																			
PY_BC3																		2				5	5	3				
PY_BC4				2	3	4	4	4	4	4					4	4		2				5	5	5				
PY_BC5															2	2		2	5	5	5	5	5	5				
PY_BC6																												
PY_BC7																												
PY_BC8																							4					
PY_BC9																												4
PY_BC10																			2		2							
PY_BC11																												
PY_BC12																			2		2							
PY_BC13																												
PY_BC14													2															
PY_T1											3	2																
PY_T2																									5		5	5
PY_T3													2													5		
PY_T4											3	2														5		
PY_T5																												
PY_T6																												
PY_T7																												
PY_T8																												
PY_T9									3										3	3	3	3	3	3		5		
PY_T10									3				2													5		

Explanation

PY: Program qualifications **PY_B:** Program competencies "Information" **PY_BC:** Programme qualifications "Skills"
PY_T: Program competencies "Attitude"

B: Course Board's "Knowledge" Learning Objective **BC:** Course Board's "Skills" Learning Objective
T: Course Board's "Attitude" Learning Objective

Level of Relationship between Program Competencies and Course Board Learning Objectives;
1: Very low **2:** Miscarriage **3:** Middle **4:** High **5:** Very high

Program Qualifications

KNOWLEDGE

1. To be able to explain the basic structure, development and normal functioning of the human body at the level of atoms, molecules, cells, tissues, organs and systems
2. To be able to question the abnormal structuring and functioning of the human body and to explain it with information based on qualified scientific research
3. Determinants of health and diseases; to be able to evaluate with individual, social and global dimensions
4. To be able to evaluate diseases, clinical decision-making and management processes under the guidance of evidence-based medicine practices
5. To be able to define practices for the protection and development of health in individual and social dimensions
6. To be able to explain the practices to protect and improve the health of vulnerable/vulnerable/disadvantaged/stigmatized groups
7. To be able to define effective communication methods and tools
8. To be able to explain the processes of a scientific research
9. To have a level of foreign language knowledge to follow scientific developments in the field of medicine
10. To be able to define the concepts of health and disease in an individual and social context, to explain health seeking and health protection behaviors, national health service delivery and administrative processes.
11. To be able to define the concepts of health and disease from a behavioral, social and human sciences perspective
12. To be able to explain the importance of professional organizations and to define their place in professional life
13. To be able to explain the concepts of medical law, health law and general law at a level that can defend their own rights and patient rights

SKILL

1. To be able to plan and carry out practices for the protection and development of health in individual and social dimensions in the provision of primary health care services.
2. To be able to take medical history from the patient and their relatives
3. To be able to perform physical examination, including the mental and cognitive status of individuals, to make a preliminary diagnosis, to plan diagnostic tests
4. To be able to manage the diagnosis and treatment processes by using the procedure steps rationally
5. To be able to apply medical interventions for diagnosis, treatment or prevention of individuals
6. To be able to organize and keep records of health and disease-related data obtained from individuals and society in a medical and administrative context.
7. To be able to use information management systems
8. To be able to inform the patient and their relatives before any procedure planned for the patient, to obtain consent, and to give bad news when necessary.
9. To be able to plan, implement and evaluate the results of a scientific research
10. To be able to work as a team by communicating effectively with colleagues, other healthcare professionals and other professional groups in the processes of protecting and developing health in individual and social dimensions and managing diseases.
11. To be able to carry out social responsibility projects
12. To show exemplary behaviors within the health team during service delivery, to be able to lead
13. To be able to plan and present health education to healthy/sick individuals and their relatives and other healthcare professionals by recognizing the characteristics, needs and expectations of the target audience
14. To be able to plan practices to protect and improve the health of vulnerable/vulnerable/disadvantaged/stigmatized groups

ECONOMY

1. To be able to exhibit an attitude towards the protection, development and advocacy of health in individual and social dimensions
2. To be able to adapt to these changes by making use of scientific and technological developments for professional and social changes, and To be able to demonstrate lifelong learning behavior
3. Professional values, ethics regardless of language, religion, race, gender, social and cultural discrimination among individuals in the society it serves.
   To be able to fulfill their responsibilities within the framework of principles and legal regulations
4. To be able to advocate for the protection and development of the health of the individual and the society and the realization of health services for the benefit of the individuals who make up the society.
5. To be able to prioritize national and international laws and ethical values while fulfilling their duties and obligations during medical practice, taking into account the concepts of social reliability and social obligation
6. To be aware of and protect the importance of one's own and other health personnel's health, rights and safety in the provision of health services
7. To be able to take into account environmental characteristics, differences and changes in health service delivery.
8. To be able to make a self-assessment of the practices related to the profession
9. To be able to show a patient-centered approach in diagnosis, treatment, follow-up and rehabilitation processes
10. To be able to demonstrate the attitude and behavior of a responsible physician who adopts facilitating approaches and social justice principles while providing health services for sensitive/vulnerable/disadvantaged/stigmatized groups.