



AYDIN ADNAN MENDERES UNIVERSITY COURSE INFORMATION FORM

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|--|---|--|----------------------|---|---|--------------------------------|---|------------|---|
| Course Title | | Physiology and Pathophysiology of Endocrine System | | | | | | | |
| Course Code | | VFZ624 | | Course Level | | Third Cycle (Doctorate Degree) | | | |
| ECTS Credit | 6 | Workload | 150 (<i>Hours</i>) | Theory | 2 | Practice | 0 | Laboratory | 0 |
| Objectives of the Course | | To undrestand hormone secretion, synthesis and mechanism of action, function of reproduction hormones, clinical situationsin disorders | | | | | | | |
| Course Content | | The structure of hortmone, endocrine glands and the general overview of hormones, hormonal mechanism of action and hormonal disorders | | | | | | | |
| Work Placement | | N/A | | | | | | | |
| Planned Learning Activities and Teaching Methods | | | | Explanation (Presentation), Discussion, Individual Study, Problem Solving | | | | | |
| Name of Lecturer(s) | | | | | | | | | |

| Assessment Methods and Criteria | | |
|---------------------------------|----------|----------------|
| Method | Quantity | Percentage (%) |
| Midterm Examination | 1 | 38 |
| Final Examination | 1 | 60 |
| Quiz | 4 | 1 |
| Term Assignment | 1 | 1 |

| Recommended or Required Reading | |
|---------------------------------|---|
| 1 | Reece W.O. (2008) Dukes Veteriner Fizyoloji Cilt I ve II, Onikinci Baskı (Türkçe Çeviri). Ed: Yıldız S. Medipres, Malatya. |
| 2 | Guyton AC, Hall JE (2001) Tıbbi Fizyoloji Onuncu baskı (Türkçe Çeviri). Ed: Çavuşoğlu H. Nobel Tıp Kitabevi, İstanbul. |
| 3 | Noyan A. (2003). Yaşamda ve Hekimlikte Fizyoloji. 13. baskı, Meteksan-Ankara. |
| 4 | Randall D., Burggren W., French K, Fernald R., (1997). Eckert Animal Physiology. Mechanisms and Adaptations. 4th Ed., New York. |
| 5 | G.C. Whittow et al. (1998). Sturke's Avian Physiology. |
| 6 | Willmer P., Stone G., Johnston I. (2005). Environmental Physiology of Animals. 2nd Ed. Blackwell Publishing. |
| 7 | Despopoulos A., Silbernagl S. (2003). Color Atlas of Physiology 5th Ed. Thieme, Stuttgart New York. |
| 8 | Vander et al. (2001). Human Physiology: The Mechanism of Body Function, 8th Ed. The McGraw-Hill Companies. |

| Week | Weekly Detailed Course Contents | |
|------|---------------------------------|--|
| 1 | Theoretical | The classification of hormones |
| 2 | Theoretical | Hypothalamus hormones |
| 3 | Theoretical | Pituitary and epiphysis hormones |
| 4 | Theoretical | Heart and thymus hormones |
| 5 | Theoretical | Parathyroid hormones |
| 6 | Theoretical | Adrenal gland hormones |
| 7 | Theoretical | Thyroid hormones |
| 8 | Theoretical | Midterm |
| 9 | Theoretical | The effect of FSH and LH to gonads |
| 10 | Theoretical | The formation and structure of testosterone |
| 11 | Theoretical | The formation, mechanism of action and function of estrogens |
| 12 | Theoretical | The effects of GnRH, hCG, PMSG on reproduction |
| 13 | Theoretical | |
| 14 | Theoretical | |
| 15 | Theoretical | Presentations |

| Workload Calculation | | | | |
|----------------------|----------|-------------|----------|----------------|
| Activity | Quantity | Preparation | Duration | Total Workload |
| Lecture - Theory | 14 | 2 | 2 | 56 |
| Assignment | 4 | 2 | 1 | 12 |



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|---|---|----|---|-----|
| Term Project | 1 | 30 | 0 | 30 |
| Quiz | 4 | 1 | 1 | 8 |
| Midterm Examination | 1 | 16 | 1 | 17 |
| Final Examination | 1 | 26 | 1 | 27 |
| Total Workload (Hours) | | | | 150 |
| [Total Workload (Hours) / 25*] = ECTS | | | | 6 |
| *25 hour workload is accepted as 1 ECTS | | | | |

Learning Outcomes

| | |
|---|--|
| 1 | |
| 2 | |
| 3 | |
| 4 | |
| 5 | |

Programme Outcomes (Physiology (Veterinary Medicine) Doctorate)

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|----|--|
| 1 | Has a deep and broad knowledge about the field and the interdisciplinary area related with the field through the achievements gained in undergraduate and professional levels |
| 2 | Has the knowledge to create original ideas, analyze them and develop definition/product/diagnosis methods by using the knowledge gained in undergraduate and/or professional experience, when needed |
| 3 | Is knowledgeable about theories and practices in methodological and scientific research methods to run an independent research |
| 4 | Excels in the laboratory, clinical and similar fields by using the theoretical and practical information gained in former education, and has the ability to create solutions in related fields |
| 5 | Designs and develops scientific methodology for the advanced level/newly defined/emerged problems about the field |
| 6 | Excels in the known scientific methods in the field for the advanced level/ newly defined/emerged problems |
| 7 | Designs unique researches and implements independently |
| 8 | Analyzes, synthesizes and evaluates the new ideas in related fields by using critical thinking |
| 9 | Plans, creates teams and carries out the interdisciplinary research projects in order to create solutions to the known/newly defined problems |
| 10 | Joins to congresses, panels, symposiums, workshops, seminars, article discussions and problem solving sessions in different disciplines, and exchanges information with the other professionals to contribute to the solutions |
| 11 | Broadens the borders of scientific information by publishing scientific articles in national and/or international peer-reviewed journals |
| 12 | Creates new ideas and methods to contribute to the technological, social and cultural progress, or to help the development of information society by using the theoretical, practical, independent research, abilities responsibly |
| 13 | Designs and implements social projects with the awareness of creating an information society |
| 14 | Compiles and interprets any type of data (field observation, scientific knowledge etc.) in accordance with the aims |
| 15 | Develops and uses strategies about related topics with the field |
| 16 | Implements and defends institutional and practical information and abilities in accordance with the needs of the country and the world, and changes when necessary |
| 17 | Follows up and uses all the updates about the field (scientific information, legislations etc.), and has the qualification to change them |
| 18 | Adopts lifelong learning as a principle and acknowledges that the information gained through research is the most valuable gain |

Contribution of Learning Outcomes to Programme Outcomes 1:Very Low, 2:Low, 3:Medium, 4:High, 5:Very High

| | L1 | L2 | L3 | L4 | L5 |
|-----|----|----|----|----|----|
| P1 | 2 | 2 | 2 | 2 | 2 |
| P2 | 3 | 3 | 3 | 3 | 3 |
| P4 | 4 | 4 | 4 | 4 | 4 |
| P5 | 3 | 3 | 3 | 3 | 3 |
| P6 | 3 | 3 | 3 | 3 | 3 |
| P7 | 2 | 3 | 2 | 2 | 2 |
| P8 | 3 | 3 | 3 | 3 | 3 |
| P10 | 3 | 3 | 3 | 3 | 3 |
| P11 | 4 | 4 | 4 | 4 | 4 |
| P12 | 2 | 2 | 2 | 2 | 2 |



| | | | | | |
|-----|---|---|---|---|---|
| P13 | 1 | 1 | 1 | 1 | 1 |
| P14 | 4 | 4 | 4 | 4 | 4 |
| P15 | 4 | 4 | 4 | 4 | 4 |
| P16 | 4 | 4 | 4 | 4 | 4 |
| P17 | 4 | 4 | 4 | 4 | 4 |
| P18 | 4 | 4 | 4 | 4 | 4 |

