

## FACULTY OF MEDICINE

Approved:

Dean:

(Prof. Dr. Zlatislav Stoyanov **Dimitrov**, DSc)



## SYLLABUS

*IN*

*Neurobiology*

Specialty	MEDICINE
Educational - qualification degree	master
Organizational form of education	full-time
Auditorial activity (Lectures/Seminars)	50 (34/16)
Extra-auditorial activity	10
ECTS- credits	2
Discipline type	elective
Semester/s of education	V+VI; VII+VIII; IX+X
Semester of examination	VI; VIII; X
Developer(s) of the Syllabus:	Prof. Anton Tonchev, MD, PhD, DSc

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## ANNOTATION

<b>Aims of the course</b>	Neurobiology studies the molecules, structures and functions (MSF) of the nervous system in health and disease. The Neurobiology course aims at translating current knowledge and concepts of the fundamental mechanisms of neural function to the pathogenesis of some common neurological disorders. Thus, the course will present to students the cellular and molecular basis of the treatment strategies for these disorders as well as will introduce some of the novel therapeutics to be applied in the future. The course is organized in lectures. Total duration – 50 academic hours. The students will receive 2 credits from this course.
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<b>Outcomes for students at the end of the course:</b>	
<b>Knowledge</b>	<ul style="list-style-type: none"> <li>▪ Of the fundamental mechanisms of neural function to the pathogenesis of some common neurological disorders.</li> <li>▪ Of the cellular and molecular basis of the treatment strategies for these disorders as well as of the novel therapeutics to be applied in the future.</li> <li>▪ Of how to prepare an interactive presentation on a subject</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>▪ <i>Acquiring new information regarding a complex subject</i></li> <li>▪ <i>Preparation of a presentation in front of a public group</i></li> </ul>
<b>Competences</b>	<ol style="list-style-type: none"> <li>1. <b>Medical Knowledge</b> about established and evolving biomedical, clinical, and cognate (eg, epidemio-logical and social-behavioral) sciences and the application of this knowledge to patient care. <ul style="list-style-type: none"> <li>○ <i>Neuroanatomy knowledge</i></li> <li>○ <i>Basic neuropathology knowledge</i></li> <li>○ <i>Cell biology of nervous system knowledge</i></li> </ul> </li> <li>2. <b>Practice-Based Learning and Improvement</b> that involves investigation and evaluation of their own patient care, appraisal, and assimilation of scientific evidence, and improvements in patient care. <ul style="list-style-type: none"> <li>○ <i>Students will deliver presentations</i></li> <li>○ <i>Students will discuss in study groups</i></li> </ul> </li> <li>3. <b>Interpersonal and Communication Skills</b> that result in effective information exchange and teaming with patients, their families, and other health professionals. <ul style="list-style-type: none"> <li>○ <i>Students will deliver presentations</i></li> </ul> </li> </ol>



<b>Key competencies for lifelong learning<sup>1</sup>, that the discipline develops:</b>	
<b>Literacy competence</b> Literacy is the ability to identify, understand, express, create, and interpret concepts, feelings, facts and opinions in both oral and written forms, using visual, sound/audio and digital materials across disciplines and contexts. It implies the ability to communicate and connect effectively with others, in an appropriate and creative way.	<b>X</b>
<b>Multilingual competence</b> This competence defines the ability to use different languages appropriately and effectively for communication. It broadly shares the main skill dimensions of literacy: it is based on the ability to understand, express and interpret concepts, thoughts, feelings, facts and opinions in both oral and written form (listening, speaking, reading and writing) in an appropriate range of societal and cultural contexts according to one's wants or needs.	<b>X</b>
<b>Mathematical competence and competence in science, technology, engineering</b> A. Mathematical competence is the ability to develop and apply mathematical thinking and insight in order to solve a range of problems in everyday situations. Building on a sound mastery of numeracy, the emphasis is on process and activity, as well as knowledge. Mathematical competence involves, to different degrees, the ability and willingness to use mathematical modes of thought and presentation (formulas, models, constructs, graphs, charts). B. Competence in science refers to the ability and willingness to explain the natural world by making use of the body of knowledge and methodology employed, including observation and experimentation, in order to identify questions and to draw evidence-based conclusions. Competences in technology and engineering are applications of that knowledge and methodology in response to perceived human wants or needs. Competence in science, technology and engineering involves an understanding of the changes caused by human activity and responsibility as an individual citizen.	
<b>Digital competence</b> Digital competence involves the confident, critical and responsible use of, and engagement with, digital technologies for learning, at work, and for participation in society. It includes information and data literacy, communication and collaboration, media literacy, digital content creation (including programming), safety (including digital well-being and competences related to cybersecurity), intellectual property related questions, problem solving and critical thinking.	
<b>Personal, social and learning to learn competence</b> Personal, social and learning to learn competence is the ability to reflect upon oneself, effectively manage time and information, work with others in a constructive way, remain resilient and manage one's own learning and career. It includes the ability to cope with uncertainty and complexity, learn to learn, support one's physical and emotional well-being, to maintain physical and mental health, and to be able to lead a health-conscious, future-oriented life, empathize and manage conflict in an inclusive and supportive context.	<b>X</b>
<b>Citizenship competence</b> the ability to act as responsible citizens and to fully participate in civic and social life, based on an understanding of social, economic, legal and political concepts and structures, as well as global developments and sustainability.	
<b>Entrepreneurship competence</b> Entrepreneurship competence refers to the capacity to act upon opportunities and ideas, and to transform them into values for others. It is founded upon creativity, critical thinking and problem solving, taking initiative and perseverance and the ability to work collaboratively in order to plan and manage projects that are of cultural, social or financial value.	
<b>Cultural awareness and expression competence</b> Competence in cultural awareness and expression involves having an understanding of and respect for how ideas and meaning are creatively expressed and communicated in different cultures and through a range of arts and other cultural forms. It involves being engaged in understanding, developing and expressing one's own ideas and sense of place or role in society in a variety of ways and contexts.	

<sup>1</sup> As defined in 2018 r. by the European Union Council ([https://eur-lex.europa.eu/legal-content/BG/TXT/HTML/?uri=CELEX:32018H0604\(01\)&from=EN](https://eur-lex.europa.eu/legal-content/BG/TXT/HTML/?uri=CELEX:32018H0604(01)&from=EN))

<b>Methods of education</b>
<ul style="list-style-type: none"><li>▪ lectures</li><li>▪ practical exercises, work with scientific literature, presentations</li></ul>



<b>Links with other courses from the curriculum of the specialty</b>
<ul style="list-style-type: none"><li>▪ Human anatomy and histology</li><li>▪ Neurology</li><li>▪ Psychiatry</li><li>▪ Neurosurgery</li></ul>