



Course Specifications

Course Title:	Endocrine Block
Course Code:	END362
Program:	Bachelor of Medicine, Bachelor of Surgery (MBBS)
Department:	NA
College:	College of Medicine
Institution:	Alfaisal University

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A. Course Identification

1. Credit hours: 2 (2+0+0)
2. Course type
a. University <input type="checkbox"/> College <input checked="" type="checkbox"/> Department <input type="checkbox"/> Others <input type="checkbox"/>
b. Required <input checked="" type="checkbox"/> Elective <input type="checkbox"/>
3. Level/year at which this course is offered: Sem 6, Year 3
4. Pre-requisites for this course (if any): Sem 3 and 4
5. Co-requisites for this course (if any): None

6. Mode of Instruction (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom – including PBL, LGD, CPC	40	100%

7. Contact Hours (based on academic semester)

No	Activity	Contact Hours
1	Lecture	40
2	Laboratory/Studio	
3	Tutorial	
4	Others (specify)	
	Total	40

B. Course Objectives and Learning Outcomes

1. Course Description

The Endocrine Block in Year 3 is an interdisciplinary curriculum designed to integrate basic sciences, clinical medicine, and professional skills relevant to the Endocrine system. The block would employ instructional formats consisting of lectures, Problem Based Learning (PBL), Large Group Discussions and clinical skill sessions, and Clinico-Pathological Correlation (CPC).

The block covers common pituitary dysfunctions, disturbances in glucose metabolism, pharmacological management of diabetes mellitus consisting of oral hypoglycemic agents and insulin, thyroid and parathyroid disorders, common adrenal disorders, hyperplasia, and ambiguous genitalia. The pathophysiology of endocrine disorders with the interpretation of relevant investigations and management plans will be covered in the block. The clinical skills imparted to the students will include history taking of some common endocrine disorders and examination of the thyroid gland.

2. Course Main Objective

To integrate basic sciences, clinical medicine, and professional skills relevant to the Endocrine system. To cover common pituitary dysfunctions, disturbances in glucose metabolism,

pharmacological management of diabetes mellitus consisting of oral hypoglycemic agents and insulin, thyroid and parathyroid disorders, common adrenal disorders, hyperplasia, and ambiguous genitalia.

3. Course Learning Outcomes

CLOs		Aligned PLOs
1	Knowledge and Understanding	
1.1	Relate the gross and microscopic features of endocrine glands with the pathophysiology of common endocrine disorders.	PLO1,2
1.2	Explain the epidemiology, risk factors, pathogenesis and diagnostic workup of endocrine disorders.	PLO4,5,6,7,9,30
1.3	Describe the epidemiology, risk factors, pathological classifications and morphology of tumors of endocrine glands.	PLO4,5,6,7,9,30
1.4	Explain the mode of action, pharmacokinetics, pharmacodynamics and adverse reactions of common drugs used in endocrine disorders.	PLO4,5,6,7,9
1.5	Relate clinical signs & symptoms, complications and results of relevant investigations with underlying endocrine disorders.	PLO4,5,6,7,9
1.6	Identify the important radiological findings in common endocrine disorders.	PLO4,5,6,7,9
2	Skills :	
2.1	Differentiate common pathological features of common endocrine disorders on microscopic pictures.	PLO5,16,17,18
2.2	Demonstrate clinical reasoning through correlating clinical findings and essential investigations related to common endocrine disorders.	PLO5,16,17,18
2.3	Obtain an accurate and comprehensive history of the patient suffering from endocrine disorders.	PLO5,16,17,18
2.4	Perform a complete Physical examination of the thyroid gland.	PLO5,16,17,18
3	Values:	
3.1	Demonstrate teamwork skill during class and out of class teams.	PLO5
3.2	Resolve problems through collaborative work with colleagues and mentors.	PLO5
3.3	Approach patients in a humane and sympathetic manner.	PLO16,17,18
3.4	Extract important information from the patients in methodical and respectful way.	PLO16,17,18
3.5	Adhere to the attendance policy.	
3.6	Maintain professional conduct with colleagues, faculty, and staff.	

C. Course Content

No	List of Topics – including PBL, LGD, CPC	Contact Hours
1	Theme of week one: Pituitary gland, & Thyroid and Parathyroid gland	16
2	Theme of week two: Endocrine Pancreas	13
3	Theme of week three: Adrenal gland	11
Total		40

D. Teaching and Assessment

1. Alignment of Course Learning Outcomes with Teaching Strategies and Assessment Methods

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
1.0	Knowledge and Understanding		
1.1	Relate the gross and microscopic features of endocrine glands with the pathophysiology of common endocrine disorders.	Lectures	Continuous, formative and summative assessment
1.2	Explain the epidemiology, risk factors, pathogenesis and diagnostic workup of endocrine disorders.	Lectures, LGDs, PBLs	Continuous, formative and summative assessment
1.3	Describe the epidemiology, risk factors, pathological classifications and morphology of tumors of endocrine glands.	Lectures, LGDs, PBLs	Continuous, formative and summative assessment
1.4	Explain the mode of action, pharmacokinetics, pharmacodynamics and adverse reactions of common drugs used in endocrine disorders.	Lectures, LGDs, PBLs	Continuous, formative and summative assessment
1.5	Relate clinical signs & symptoms, complications and results of relevant investigations with underlying endocrine disorders.	Lectures, LGDs, PBLs	Continuous, formative and summative assessment
1.6	Identify the important radiological findings in common endocrine disorders.	Lectures, PBLs	Continuous, formative and summative assessment
2.0	Skills		
2.1	Differentiate common pathological features of common endocrine disorders on microscopic pictures.	Lectures, LGDs, CPCs	Continuous, formative and summative assessment
2.2	Demonstrate clinical reasoning through correlating clinical findings and essential investigations related to common endocrine disorders.	Lectures, LGDs, CPCs	Continuous, formative and summative assessment
2.3	Obtain an accurate and comprehensive history of the patient suffering from endocrine disorders.	Lectures, LGDs	Summative assessment
2.4	Perform a complete Physical examination of the thyroid gland.	Lectures, LGDs	Summative assessment
3.0	Values		
3.1	Demonstrate team work skill during class and out of class teams.	Lectures, LGDs, CPCs	Continuous, formative and summative assessment

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
3.2	Resolve problems through collaborative work with colleagues and mentors	Lectures, LGDs, CPCs	Continuous, formative and summative assessment
3.3	Approach patients in a humane and sympathetic manner.	Lectures, LGDs	Continuous, formative and summative assessment
3.4	Extract important information from the patients in methodical and respectful way.	Lectures, LGDs	Continuous, formative and summative assessment
3.5	Adhere to the attendance policy.		Continuous assessment
3.6	Maintain professional conduct with colleagues, faculty, and staff.		Continuous assessment

2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	PBL	2	5%
2	Final Exam	3	95%

*Assessment task (i.e., written test, oral test, oral presentation, group project, essay, etc.)

E. Student Academic Counseling and Support

Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice:

The CoM program established its own mentorship program that employs all full-time faculty as mentors. Through this program, every medical student in the program is assigned a mentor at the beginning of their first semester of studies. The program has a broad scope covering academic advising and counseling. The mentors handle all aspects related to academic advising, including academic planning, academic performance review, advice on course drop or withdrawal, study skills, and time management.

F. Learning Resources and Facilities

1. Learning Resources

Required Textbooks	<ul style="list-style-type: none"> Robbins and Cotran pathologic Basis of disease 10th Edition. Kumar, Abbas, Fausto, Aster. Greenspan's Basic & Clinical Endocrinology. David G. Gardner and Dolores Shoback. 8th Edition <p>Pharmacology References</p> <ul style="list-style-type: none"> Basic & Clinical Pharmacology. Bertram Katzung (Author), Susan Masters (Author), Anthony Trevor
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Essential References Materials	<ul style="list-style-type: none"> • Robbins and Cotran pathologic Basis of disease 10th Edition. Kumar, Abbas, Fausto, Aster. • Greenspan's Basic & Clinical Endocrinology. David G. Gardner and Dolores Shoback. 8th Edition • R. A. Harvey and P. C. Champe, Lippincott's Illustrated, 4th Edition • Rang and Dale's Pharmacology, 7th Edition, Churchill Livingstone. HP Rang, MM Dale, GM Ritter, RJ Flower. • Basic and Clinical Pharmacology. 12th Edition (Lange Basic Science). Bertram Katzung, Susan Masters, Anthony Trevor. <p>Anatomy References</p> <ul style="list-style-type: none"> • Wheater's Functional Histology. A Text and Colour Atlas. Fifth edition • Barbara Young, James S. Lowe, Alan Stevens and John W. Heath <p>Radiology References</p> <ul style="list-style-type: none"> • The Requisites in Nuclear Medicine, 3rd Edition 2006. By Harzey A Ziessman
Electronic Materials	<p>PowerPoint presentations uploaded on Alfaisal E-learning Portal</p> <p>E-Learning Web-Sites:</p> <ul style="list-style-type: none"> • http://www.ncbi.nlm.nih.gov/books/NBK22/ • http://emedicine.medscape.com/ • www.uptodateonline.com
Other Learning Materials	

2. Facilities Required

Item	Resources
Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)	Classrooms, Laboratories
Technology Resources (AV, data show, Smart Board, software, etc.)	AV (Audio-Visual), Smartboard, Moodle (E-learning Management)
Other Resources (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)	

G. Course Quality Evaluation

Evaluation Areas/Issues	Evaluators	Evaluation Methods
Course and Faculty Evaluation Survey	Students	Survey

Evaluation areas (e.g., Effectiveness of teaching and assessment, Extent of achievement of course learning outcomes, Quality of learning resources, etc.)

Evaluators (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify))

Assessment Methods (Direct, Indirect)

H. Specification Approval Data

Council / Committee	
Reference No.	
Date	