

**Kingdom of Saudi Arabia**

**The National Commission for Academic Accreditation &  
Assessment**

**COURSE REPORT**  
**Endocrinology BLOCK**  
**(ENDO 225)**

**1433- 1434**

**(2012-2013)**

To be completed by course instructors at the end of each course and given to program coordinator.

If the course is taught in more than one location the course report should be prepared for each location by the course instructors responsible for the course in each location. A combined report should be prepared by the course coordinator and the separate location reports attached.



# Course Report

*For guidance on the completion of this template, refer to Section 2.5 of Chapter 2 in Part 2 in this Handbook*

Institution	King Saud University
College/ Department	College of Medicine

## A Course Identification and General Information

1- Course title and code.	Endocrinology Block Code: <b>Endo225</b>
2- If course is taught in more than one section indicate the section to which this report applies	
3- Year and semester to which this report applies.	<b>(1433-1434) 2012/2013</b>
4 Location (if not on main campus)	Main Campus

## B- Course Delivery

1 Coverage of Planned Program			
Topics	Planned Contact Hours	Actual Contact Hours	Reason for Variations if there is a difference of more than 25% of the hours planned
<b>Anatomy &amp; Embryology</b>			
Anatomy & embryology of the thyroid & parathyroid glands	1	1	
Anatomy and embryology of the adrenal glands	1	1	
Anatomy and radiology of the adrenal glands <b>(Practical)</b>	2	2	
Anatomy of the pancreas	1	1	
<b>Histology</b>			
Anatomy & histology of the pituitary gland	1	1	
Histology of the thyroid gland	1	1	
Anatomy & histology of thyroid & parathyroid glands <b>(Practical)</b>	2	2	

Histology of parathyroid glands	1	1	
Histology of adrenal gland	1	1	
Histology of pancreas (exocrine and endocrine)	1	1	
<b>Microbiology:</b>			
Common infections in Diabetes mellitus (Diabetic foot)	1	1	
<b>Immunology:</b>			
The immune system and endocrine disorders	1	1	
<b>Biochemistry:</b>			
General mechanisms of hormone action	1	1	
Biochemistry of thyroid hormones & thermogenesis	1	1	
Vitamin D metabolism, rickets & osteoporosis	1	1	
Biochemistry of Cushing syndrome	1	1	
Biochemistry of Addison's disease	1	1	
Estimation of glucose in Blood & Urine (practical)	2	2	
Glucose homeostasis	1	1	
Metabolic changes in Diabetes Mellitus	1	1	
Biochemistry of Diabetic ketoacidosis	1	1	
Biochemistry of obesity: role of hormones	1	1	
Biochemistry of metabolic syndrome	1	1	
<b>Pathology:</b>			
Hypo and hyperthyroidism & hashimoto's thyroiditis	1	1	
Thyroid nodules and thyroid neoplasms	1	1	
Pathology of thyroid and parathyroid glands (Practical)	2	2	
Pathology of the adrenal gland	1	1	
Pathogenesis and pathogenesis of type 1 diabetes mellitus	1	1	
Pathogenesis and pathogenesis of type 2 diabetes mellitus	1	1	
<b>Pharmacology:</b>			
Pharmacology of drugs used in hypothyroidism	1	1	
Pharmacology of drugs used in hyperthyroidism	1	1	
Treatment of osteoporosis	1	1	
Pharmacology of drugs used in calcium & vitamin D disorders	1	1	
Pharmacology of corticosteroids	1	1	
Use of insulin in treatment of diabetes	1	1	
Management of diabetic ketoacidosis and hypoglycemia	1	1	
Oral hypoglycemic drugs part 1	1	1	
Oral hypoglycemic drugs part 2	1	1	

<b>Physiology:</b>			
Introduction to the endocrine system	1	1	
Physiology of hypothalamo-pituitary axis & regulatory mechanisms	1	1	
Physiology of the anterior pituitary gland	1	1	
Physiology of the posterior pituitary gland	1	1	
Diabetes Insipidus	1	1	
Physiology of the thyroid gland	1	1	
Hyper & hypothyroidism	1	1	
Hypo & hyperparathyroidism	1	1	
Calcium homeostasis	1	1	
Adrenal gland hormones (Mineralocorticoids)	1	1	
Adrenal hormones (glucocorticoids and androgens) Part 1	1	1	
Physiology of adrenal medulla & pheochromocytoma	1	1	
Adrenal Hormones Part 2	1	1	
Physiology of the pancreas	1	1	
Physiology of Insulin	1	1	
<b>Medicine:</b>			
Anterior pituitary disorders	1	1	
history taking and examination of thyroid gland	2	2	
History taking from a patient with Cushing syndrome	2	2	
History taking from a patient with diabetes mellitus type 2	2	2	
<b>Psychiatry:</b>			
Coping with Diabetes Mellitus in adolescence	1	1	
<b>Community Medicine:</b>			
Epidemiology of obesity	1	1	
Epidemiology of diabetes mellitus	1	1	

## 2. Consequences of Non Coverage of Topics –NONE-

For any topics where significantly less time was spent than was intended in the course specification, or where the topic was not taught at all, comment on how significant you believe the lack of coverage is for the program objectives or for later courses in the program, and suggest possible compensating action if you believe it is needed.

Topics (if any) not Fully Covered	Significance of Lack of Coverage	Possible Compensating Action Elsewhere in the Program
–NONE-		

## 3. Effectiveness of Planned Teaching Strategies for Intended Learning Outcomes set out in the Course Specification. (Refer to planned teaching strategies in Course Specification and description of Domains of Learning Outcomes in the National Qualifications Framework)



Domains	List Teaching Strategies set out in Course Specification	Were these Effective?		Difficulties Experienced (if any) in Using the Strategy and Suggested Action to Deal with Those Difficulties .
		No	Yes	
a. Knowledge	Small Group Discussion Lectures Laboratories Clinical Skills lab.		<b>Yes</b>	
b. Cognitive Skills	Small Group Discussion Lectures Independent learning		<b>Yes</b>	Faculty demanded to orient them with new teaching method of Methods Teaching by frequent faculty development workshops were conducted.
				Also we conducted many faculty development workshop to orient our faculty about new strategic teaching like problem based learning.
c. Interpersonal Skills and Responsibility	Real situation Simulation Small group discussion		<b>Yes</b>	
d. Numerical and Communication Skills	Small group sessions Computer and other audiovisual equipments training		<b>Yes</b>	
e Psychomotor Skills (if applicable)	Practical: Training Clinical Skills Lab		<b>Yes</b>	

4. Summarize any actions you recommend for improving teaching strategies as a result of evaluations in table 3 above.

- Faculty Development Activities specially frequent small group teaching workshops

### C. Results of 2012-2013

1 Number of students starting the course:	<b>283</b>
2 Number of students completing the course:	<b>281</b>



3 Distribution of Grades (If percentage marks are given indicate numbers in each 5 percentile group)

	No		%	No	%	No
A		OR	95-100	<b>162</b>	70-74	<b>2</b>
B			90-94	<b>70</b>	65-69	<b>1</b>
C			85-89	<b>23</b>	60-64	<b>6</b>
D			80-84	<b>13</b>	< 60	<b>0</b>
F			75-79	<b>4</b>		
Denied Entry			Denied Entry			
In Progress			In Progress			
Incomplete			Incomplete			
Pass			Pass			<b>281</b>
Fail			Fail			<b>0</b>
Withdrawn			Withdrawn			<b>2</b>

4 Result Summary:

Passed: No **281** Percent **99.3%** Failed No **0** Percent **0**

Withdrawn No **2** Percent **0.7 %** Denied Entry No  Percent

5 Special factors (if any) affecting the results

**-NONE-**

6. Variations from planned student assessment processes (if any) ( See items C 4 and 5 in the Course Specification.)

**-NONE-**

a. Variations (if any) from planned assessment schedule (C5 in Course Specification)

Variation	Reason

b. Variations (if any) from planned assessment processes in Domains of Learning (C4 in Course Specification)

Variation	Reason



7 Verification of Standards of Achievement (Eg. check marking of a sample of papers by others in the department. See G4 in Course Specification) (Where independent report is provided a copy should be attached.)

Method(s) of Verification	Conclusion
<ol style="list-style-type: none"> <li>Optical mark or analysis done twice.</li> <li>Statistical analysis; looking at difficulty &amp; disseminating indices.</li> <li>Revision of question having high difficulty or / and negative difficulty indices.</li> <li>All marks are rechecked by examination committee members.</li> </ol>	<p>Accurate and reliable results</p> <p>No difference is detected after rechecking by the examination committee members</p>

### D Resources and Facilities

<ol style="list-style-type: none"> <li>Difficulties in access to resources or facilities (if any)</li> </ol> <p style="text-align: center;"><b>-NONE-</b></p>	<ol style="list-style-type: none"> <li>Consequences of any difficulties experienced for student learning in the course.</li> </ol> <p style="text-align: center;"><b>-NONE-</b></p>
---	---

### E. Administrative Issues

<ol style="list-style-type: none"> <li>Organizational or administrative difficulties encountered (if any)</li> </ol> <p style="text-align: center;"><b>-NONE-</b></p>	<ol style="list-style-type: none"> <li>Consequences of any difficulties experienced for student learning in the course.</li> </ol> <p style="text-align: center;"><b>-NONE-</b></p>
---	---

### F Course Evaluation

<ol style="list-style-type: none"> <li>Student evaluation of the course: (Survey Results Attached) <ul style="list-style-type: none"> <li><b>The students are satisfied with all items in the survey (4 stars).</b></li> <li><b>89.1 % are happy with the course in general vs 86.8% last year.</b></li> <li><b>The students suggested not to repeat the same information every time in every lecture.</b></li> <li><b>The course achieved the required 4 star level same as last year (according to NCAAA star system).</b></li> </ul> </li> </ol>
<p>a List the most important criticisms and strengths:</p> <p><b>IMPORTANT STRENGTHS:</b></p> <ul style="list-style-type: none"> <li><b>It was organized in an excellent way.</b></li> <li><b>How all lectures complete each other and give a full picture about the one thing.</b></li> <li><b>The lectures were interesting and the knowledge we gained will be very helpful and useful in the future.</b></li> </ul>



**IMPORTANT CRITICISMS:**

- **MCQs many of them contains 2 true answers in the choices.**
- **There were some contradictions between some subjects like physiology and biochemistry.**

**The students suggested:**

- **Do not repeat the same information every time in every lecture.**
- **In general, it would be better if we had taken this block after CNS, instead of GIT.**

b Response of instructor or course team to this evaluation:

**-We thank the students for their supportive and encouraging feed back.  
We will do our best to avoid contradictions between subjects esp. Biochemistry and and physiology and to avoid duplication as much as possible.  
We will discuss with medical education department whether it is necessary to have this block after CNS**

2. Other Evaluation -- What evaluations were received?

Specify and attach reports where available. (eg. By head of department, peer observations, accreditation review, other stakeholders etc):

**-NONE-**

a List the most important criticisms and strengths

b Response of instructor or course team to this evaluation

**G Planning for Improvement**

1. Progress on actions proposed for improving the course in previous course reports:

Actions proposed in the most recent previous course report(s)

- **Unifying the lectures' content for male and female students in all disciplines**

State whether each action was undertaken, the impact, and if the proposed action was not undertaken or completed, give reasons.

**- Male and female lecturers met and agreed on unified themes of lectures**





2. Other action taken to improve the course this semester/year

Provide a brief summary of any other action taken to improve the course and the results achieved. (For example, professional development for faculty, modifications to the course, new equipment, new teaching techniques etc.)

- **Unified male/female themes of lectures**
- **Modification of some lectures**
- **Strengthening of PBL cases**

3. Action Plan for Next Semester/Year

Actions Required

- **Biochemistry and physiology teachers to agree on common grounds and avoid contradictions .**
- **Avoidance of duplication**
- **Improvement of MCQ'S**

Completion Date

**Work to be completed before the application of the block in next year**

Person Responsible

**Block Coordinators**

4. Recommendations to Program Coordinator (if Required)

(Recommendations by the instructor to the program coordinator if any proposed action to improve the course would require approval at program, department or institutional level or that might affect other courses in the program.).

Name of Course Instructor: **Prof. Riyad Solaimani**

Signature: \_\_\_\_\_

Date: 3.9.2013

\_\_\_\_\_ Riad Sulimani \_\_\_\_\_