Course Specifications

Course Title:	**Block 2.3 “Dysregulation and Chronic Diseases I”**
Course Code:	**Code: (1000-203)**
Program:	**M.B., B.S.**
Department:	**Internal medicine**
College:	**College of medicine**
Institution:	**King Faisal University**

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A. Course Identification

1. Credit hours: 6
2. Course type **a.** University ☐ College ■ Department ☐ Others ☐ **b.** Required ■ Elective ☐
3. Level/year at which this course is offered: 2nd year
4. Pre-requisites for this course (if any)**:** **Block 1.3 "Circulation and Respiration (1000-103)**
5. Co-requisites for this course (if any)**:** **Block 2.1 (1000-201), Block 2.2 (1000-202)**

6. Mode of Instruction (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	**Traditional classroom**	95	100
2	**Blended**		
3	**E-learning**		
4	**Correspondence**		
5	**Other**		

7. Actual Learning Hours (based on academic semester)

No	Activity	Learning Hours
Contact Hours		
1	**Lecture**	78
2	**Laboratory/Studio**	9
3	**Tutor**	8
4	**Others**	
	Total	95
Other Learning Hours*		
1	**Study**	90
2	**Assignments**	35
3	**Library**	60
4	**Projects/Research Essays/Theses**	
5	**Others** (specify)	
	Total	185

* The length of time that a learner takes to complete learning activities that lead to achievement of course learning outcomes, such as study time, homework assignments, projects, preparing presentations, library times

B. Course Objectives and Learning Outcomes

1. Course Description

Explore the dysregulation of normal body mechanisms with understanding of the process and progression towards development of chronic diseases related to cardiac, endocrine, renal, liver and gastrointestinal systems .Understand the fundamentals of pathology and physiology related to the development of these conditions and learn the diagnostic and therapeutic management related to them.

2. Course Main Objective

1. Provide a framework for students to identify clinical manifestations related to common diseases related to cardiac, endocrine, renal, liver and gastrointestinal system.
2. Expose students to the steps of history taking and communication with patients.
3. Expose students to the diagnostic procedures and tests used for these conditions.
4. Provide students with an overview of the medical and surgical management strategies used in treating patients of the related systems.
5. Equip students with the skills of basic life support.

3. Course Learning Outcomes

	CLOs	Aligned PLOs
1	**Knowledge:**	
1.1	Define the common chronic diseases related to cardiac , renal .liver ,gastrointestinal and endocrinal system and enlist the underlying cause of their pathological states.	k-1
1.2	Describe the clinical presentation of chronic diseases and the investigations and diagnostic tools needed in management of chronic diseases.	k-2
1.3	Outline effective therapeutic and management plan of an individual patient	k-3
1.4	Determine the differential diagnosis and management strategies for illness related to cardiac , renal .liver ,gastrointestinal and endocrinal system considering the different medical, social, psychological and cultural backgrounds	k-3
2	**Skills :**	
2.1	Apply clinical reasoning, critical and analytical skills in discussing the patient's complaints related to cardiac , renal .liver ,gastrointestinal and endocrinal system and present the different possible solutions	s-1
2.2	Integrate and organize the history, physical, and investigative findings into a meaningful differential diagnosis of patients presenting with chronic diseases.	s-2
2.3	Design effective therapeutic and ongoing management of a patient suffering from chronic disease of cardiac , renal .liver ,gastrointestinal and endocrinal system.	s-4
2.4	Recognize the reflection methodology and demonstrate transparent and efficient reflective attitude in academic situation	s-3
3	**Competence:**	
3.1	Develop a suitable plan of care for different patient problems	c-3
3.2	Apply the principles of teamwork dynamics and leadership processes to enable and support effective collaboration in a professional manner	c-4

C. Course Content

No	List of Topics	Contact Hours
1	Renal diseases and volume dysregulation	24
2	Atherosclerosis and Heart diseases	30
3	Endocrine related diseases	18
4	Liver related diseases	16
5	Gastrointestinal related diseases	8
Total		95

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**		
1.1	Define and describe the common chronic diseases related to cardiac , renal .liver ,gastrointestinal and endocrinal system and enlist the underlying cause of their pathological states.	1. Theme Lectures 2.Problemsolving lectures 3. Tutor's sessions 4.Response sessions 5.Practical sessions	1-Final and mid-block MCQ 2-Tutors sessions formative assessment 3-Practical sessions formative assessments
1.2	Describe the clinical presentation of chronic diseases and the investigations and diagnostic tools needed in management of chronic diseases.	1. Theme Lectures 2.Problemsolving lectures 3. Tutor's sessions 4.Response sessions	1-Final and mid-block MCQ 2-Tutors sessions formative assessment
1.3	Outline effective therapeutic and management plan of an individual patient	1. Theme Lectures 2.Problemsolving lectures 3. Tutor's sessions 4.Response sessions	1-Final and mid-block MCQ 2-Tutors sessions formative assessment
1.4	Determine the differential diagnosis and management stratigies for illness related to cardiac , renal .liver ,gastrointestinal and endocrinal system considering the different medical, social, psychological and cultural backgrounds	1. Theme Lectures 2.Problemsolving lectures 3. Tutor's sessions 4.Response sessions	1-Final and mid-block MCQ 2-Tutors sessions formative assessment
2.0	**Skills**		
2.1	Apply clinical reasoning, critical and analytical skills in discussing the patient's complaints, presenting the different possible solutions	1.Problem solving lectures 2. Tutor's sessions 3. Response sessions	1-Final and mid-block MCQ 2-Tutors sessions formative assessment
2.2	Integrate and organize the history, physical, and investigative findings into a meaningful differential diagnosis .	1.Problem solving lectures 2. Tutor's sessions 3. Practical sessions 4. Response sessions	1-Final and mid-block MCQ 2-Tutors sessions formative assessment

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
			3-Practical sessions formative assessments
2.3	Design effective therapeutic and ongoing management of an individual patient.	1.Problem solving lectures 2. Tutor's sessions	1.Tutors sessions formative assessment
2.4	Recognize the reflection methodology and demonstrate transparent and efficient reflective attitude	1. Tutor's sessions	1.Tutors sessions formative assessment
3.0	**Competence**		
3.1	Develop a suitable plan of care for different patient problems	1. Tutor's sessions	1.Tutors sessions formative assessment
3.2	Apply the principles of teamwork dynamics and leadership processes to enable and support effective collaboration	1. Tutor's sessions	1.Tutors sessions formative assessment
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2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	Written examination 2.3.1 – Midblock exam (MCQ)	4	20%
2	Written examination 2.3.2 – Final Exam (MCQ)	8	40%
3	Workshops/practical	1,2,3,4	20%
4	Tutor group assignments and presentations	1,3,4,7	15%
5	Patient presentation Assignments	1 to 8	5%

***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 :

All students are requested to meet their academic supervisor at least once every quarter. If needed they can contact coordinator and co-coordinator as well in their office hours

F. Learning Resources and Facilities

1.Learning Resources

Required Textbooks	1. PJ Kumar, ML Clark. Kumar and Clark's Clinical medicine.9TH edition .The Netherlands: Elsevier; 2017.

	2. HP Rang, MM Dale, JM Ritter, R. Flower, G.Henderson .Rang & Dale's Pharmacology.7th edition. The Netherlands: Elsevier;2012 3. AC Gyton, JE Hall . Guyton: Textbook of Medical Physiology.10th edition. The Netherlands;Elsevier;2011 4. V Kumar, AK Abbas, N Fausto, JC Aster. Robbins and Cotran: Pathologic Basis of Disease.9th edition. The Netherlands;Elsevier;2013 5. Skolnik. Essentials of Global Health.1st edition. Jones and Bartlett Publishers ;2007 6. British National Formularium: Royal Pharmaceutical Society.59th edition. United kingdom ; Pharmaceutical Press; 2010 7. KL Moore, PW Tank, TR Gest Moore. Clinically oriented anatomy.7th edition. Lippincott Williams and Wikins
Essential References Materials	
Electronic Materials	For Reference purposes students can access Pub Med.
Other Learning Materials	References and links provided by subject experts during lectures if needed

2. Facilities Required

Item	Resources
Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)	a) Large lecture hall for accommodation of 120 male and 120 Female students. Purpose built with all audiovisual teaching facilities, Screens, mikes etc. b) Small group teaching rooms for problem based learning tutor groups which can accommodate 8-12 students, with central table, with computer, data show, white boards etc. c) Anatomy lab to accommodate 40-50 students with anatomical models and dissected specimen (fully equipped) d) Physiology lab to accommodate 40-50 students, with ECG monitoring facilities. e) Pathology lab to accommodate 40-50 students with microscopes and projection facilities.
Technology Resources (AV, data show, Smart Board, software, etc.)	a) Computers, data show, white boards in rooms for small group teaching

Item	Resources
	b) All modern audiovisual equipment for large lecture hall
Other Resources (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)	a) E.C.G facility in physiology lab. b) Manikins for BLS in clinical skills lab. c) Microscopes and projection in pathology lab. d) Anatomy models and specimen in Anatomy lab.

G. Course Quality Evaluation

Evaluation Areas/Issues	Evaluators	Evaluation Methods
Course Objectives, Content and Learning Outcomes	Curriculum Committee	Course Review Course Report
Effectiveness of teaching	Students	Course Evaluation Survey (QMS Annex B)
Achievement of course learning outcomes	Course faculty	Moderation (QMS Annex G and Annex H)
Assessment	Course faculty	Verification
Learning Resources and Facilities	Students Faculty	Course Evaluation Survey Course Report
Student Academic Counseling and Support	Students	Course Evaluation Survey
Course Quality Management	Program Coordinator	Course Report Review

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	College Council
Reference No.	2
Date	September 24, 2019