

**MED 2008 - Endocrinal and Urogenital Systems Disorders**

Course Name	Code	Semester	Type of course	Theory (hours)	Work in group (hours)	ECTS
Endocrinal and Urogenital Systems Disorders	MED 2008	IV	Mandatory	25	46	5
Faculty, the educational program and education level	Medical Faculty, one-cycle Educational Program "Medicine"					
Author (s)	<p><b>Erem Kaan Basok</b> – Assistant Professor            MOB.PHONE.: 0506672400; e-mail: <a href="mailto:erem.basok@gmail.com">erem.basok@gmail.com</a></p> <p><b>Yusuf Oguz Adjar</b> – invited teacher            MOB.PHONE.: 0522661488; e-mail: <a href="mailto:oguzacar@superonline.com">oguzacar@superonline.com</a></p> <p><b>Ketevan Khitarishvili</b> – invited teacher, Doctor of Medicine            MOB.PHONE.: e-mail: <a href="mailto:khitari@yahoo.co.uk">khitari@yahoo.co.uk</a></p> <p><b>Guram Karazanashvili</b>-invited teacher, Doctor of Medicine            MOB.PHONE.: 599 11 99 44; e-mail: <a href="mailto:qarazanasvili@gmail.com">qarazanasvili@gmail.com</a></p> Consultation day and time – individually, according to the agreement					
Educational course format	Lecture Work in Group					
Educational course Loading	<p><b>Total:</b> 150 hours  <b>Contact hours:</b> 75 h, among them:</p> <ol style="list-style-type: none"> <li>1. Lecture – 25h</li> <li>2. Group work – 46 h</li> <li>3. Midterms – 2 h</li> <li>4. Final exam -2 h</li> </ol> <p><b>Independent work</b> – 75 h</p>					
Prerequisites	MED 1004, MED 1008					
The purpose (s) of tutorial course/modules	The aim of the learning course is to study endocrine and urogenital system disorders mechanisms, diagnostic and therapeutic methods; form practical skills for endocrine and urogenital systems disorders diagnose and therapeutic methods.					
Teaching and learning methods	<p><b>Lecture - Face-to-Face</b> - Lecture notes and readings</p> <p><b>Demonstration</b> - illustrations, slides and other visual aids;</p> <p><b>Discussion</b> – questions and answers, answers analysis supported with visual aids;</p> <p><b>Analyses and synthesis</b> of different medical cases;</p> <p><b>Work in group</b> on the clinical base :</p>					

	<p>Endocrine and Urogenital organs disorders clinical pictures, diagnosing and treatment methods;  <b>Brief-inquire</b> -in order to confirm the studied material after completion of each theoretical stage use short questions and answers.</p>
<p><b>Assessment criteria</b></p>	<p><b>Maximum scores- 100:</b></p> <p><b>Midterm assessment -60 scores</b>, that includes:</p> <p>Attendance -<b>10 scores</b> (0.4X25=10 scores);  Activity in group – <b>10 scores</b>  Discussions – <b>10 scores</b>  Brief-inquire (10 X 1 =10 scores);</p> <p><b>Midterm Exam – 20 scores</b></p> <p><b>Group Work are Assessment Based on the Following Criteria</b> (maximum 10 scores)</p> <p>10 scores - Student has been able to present complete and thorough knowledge of the subject, a substantial amount of detailed and relevant information. Demonstrate considerable depth of understanding of the studied main and additional literature. Bring forward a balanced view of the main arguments on the issues.</p> <p>9 scores - Student has been able to bring forward a consistent number of deductions on most of the topics tackled. make very good comments on the different perspectives on most of the issues. Demonstrates knowledge of the main readers.</p> <p>8 scores Student has been able to bring forward a consistent knowledge, Has properly developed terminology. Demonstrates knowledge of the main readers.</p> <p>7 scores - Student has been able to present some factual information sufficiently linked with the topic. demonstrate a good understanding of the topics selected. make a good attempt to bring forward a balanced view of some arguments on the issues. Terminology is partially developed.</p> <p>6 scores - Student has been able to make some good comments on the different perspectives on some of the issues. Make poor deductions on most of the topics tackled. analyse some causes and results of human interactivity related to the issues.</p> <p>5 scores - Student has been able to demonstrate inconsistent comments on the different perspectives on some of the issues. Terminology is partially developed. Present mediocre level of knowledge. Make poor deductions.</p> <p>4 scores - Student demonstrates general overview of the topics. Terminology is not developed. Information sufficiently linked with the topic. Demonstrate irrelevant understanding of the literature.</p> <p>3 scores – Student demonstrates general/superficial and inconsistent knowledge of the subject. No sufficient knowledge of the literature.</p> <p>2 scores - Student demonstrates general comments, no knowledge of the terminology, no consistency.</p> <p>1 scores – Student demonstrates insufficient answer, not terminology awareness, chronologic manner of the answer, mostly wrong, no knowledge of literature.</p> <p>0 scores: Student demonstrates not even elementary knowledge of the topics.</p> <p><b>Discussion – grading criteria (maximum 10 scores)</b></p> <ul style="list-style-type: none"> <li>• Critical thinking- 2 sc;</li> <li>• Culture of debates - 2 sc;</li> <li>• Argumentativeness - 2 sc;</li> </ul>

	<ul style="list-style-type: none"> <li>• Time management - 2 sc;</li> <li>• Academic and visual side of the presented material - 2 sc.</li> </ul> <p><b>Brief–inquire – grading criteria (maximum 1 score)</b></p> <p>-1 sc – gives full and argumentative answers;  -0,5 sc – gives incomplete answers;  -0 sc – gives no answers.</p> <p><b>Midterm Exam;</b></p> <p>It will held in combined form: the written test – 15 questions, each question is rated as 1 score – max. 15 scores; verbal – 5 questions, each question is rated as 1 score - <b>total scores -20.</b></p> <p>Minimal score of midterm assessment (for final exam) – is 11; to take in account that student will receive the maximum score at the final exam.</p> <p style="text-align: center;"><b>Final Exam -40 scores</b></p> <p>Is held in the written test form (test consists of 80 questions, each question is rated as 0.5 scores). Students have to score equal or more than 70% from final exam maximum score (40X70/100=28 maximum 28 scores from the overall 40) to pass the final examination.</p> <p>Credit will be given to the student if he has collected at minimum 51 scores out of 100.</p> <p>The students’ assessment has to be done in the following way:</p> <p><b>Positive rate:</b></p> <ul style="list-style-type: none"> <li>• (A) Excellent- 91 or more scores;</li> <li>• (B) Very Good- 81-90 scores;</li> <li>• (C) Good- 71-80 scores;</li> <li>• (D) Satisfactory- 61-70 scores;</li> <li>• (E) Enough- 51-60 scores ;</li> </ul> <p><b>Negative rate:</b></p> <ul style="list-style-type: none"> <li>• (FX) Failure - 41-50 scores, which means that a student needs to work more and an independent and considerable further work is required to pass the exam once again to be re-awarded;</li> <li>• (F) Fail - 40 scores or less, which means that the student's diligence is not sufficient and student has to learn the subject all over again.</li> </ul> <p>The student can pass the additional exam during the same semester.</p> <p>The time interval between the final and the additional exams should be not less than 10 days.</p>
<p><b>The basic literature</b></p>	<ol style="list-style-type: none"> <li>1. Edited by: Lt Gen (Prof) Y Sachdev <b>Clinical Endocrinology &amp; Diabetes Mellitus</b> (Volume I, II), Jaypee, I, 2008;</li> <li>2. Edited by: J.Larry Jameson, Leslie J.De Groot <b>Endocrinology</b> (Volume I, II) Adult and Pediatric, Elsevier Saunders, VI, 2010;</li> <li>3. Edited by: Philipp Dahm, Roger Dmochowski <b>Evidence-based Urology</b>, Wiley-Blackwell BMJI Books, 2008;</li> <li>4. Eric J.Bieber, Joseph S.Sanfilippo,Ira R.Horowitz <b>Clinical Gynecology</b>, Churchill Livingstone Elsevier,2012;</li> <li>5. KV Krishna Das <b>Textbook of Medicine</b> (Volume I,II), Jaypee, 2004</li> </ol>

<b>The auxiliary literature</b>	<ol style="list-style-type: none"> <li>1. Kim E.Barret, Susan M.Barman Scott Boitano, Heddwen L.Brooks Ganong's Review of Medical Physiology, McGrawHill Lange, XXIV, 2012;</li> <li>2. Keith L.Moore, Arthur F.Dalley. Anne M.R.Agur -Clinically Oriented Anatomy, Wolters Cluwer Health Lippincott Williams&amp;Wilkins, 2008;</li> <li>3. Michail Schuenke, Erik Schulte, Udo Schumacher -Atlas of Anatomy (Neck and Internal Organs), Thieme, 2006; Richard S. Snell - Clinical Anatomy (An Illustrated review with Questions and explanations, Lippincott Williams&amp;Wilkins, 2003;</li> <li>4. Kim E.Barret, Susan M.Barman Scott Boitano, Heddwen L.Brooks - Ganong's Review of Medical Physiology, McGrawHill Lange, 2012;</li> </ol>
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**The tutorial/learning course content**

Nº	Subjects	Lecture (hour)	Work in group (hour)
1	Disorders of endocrine system, sign and symptoms	5	8
2	Disorders of endocrine system: pharmacokinetic and pharmacodynamic of hormones	5	10
3	Pathology, pathophysiology, radiology and clinical basis of renal disorders	5	8
	<b>Midterm Exam</b>		2
4	Urogenital infections, risk factors and prevention of urogenital infections.	5	10
5	Pregnancy, reproductive health, breast diseases	5	10
	<b>Final Exam</b>		2

**Learning Outcomes**

Criteria	Competences
Knowledge and Understanding	<p>After the completion of the learning course the students will have a deep and systematic knowledge in the field of:</p> <ul style="list-style-type: none"> <li>- Endocrine and urogenital systems disorders symptomatic and characteristics;</li> <li>- Urogenital infections agents, risk-factors and preventive actions;</li> <li>- Reproductive health and pregnancy;</li> <li>- Classification of contraceptions</li> </ul>
Applying knowledge	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• define the pathologic processes in endocrine, urinary and reproductive system disorders;</li> <li>• define the microorganisms that affect the urogenital system and urogenital system infections;</li> </ul>

	<ul style="list-style-type: none"><li>• explain the risk factors related to urogenital system disorders;</li><li>• describe physiologic and endocrine changes in pregnant women, count complications of the pregnancy and delivery;</li><li>• define pregnancy-related complications</li><li>• describe the signs and symptoms of the endocrine and urogenital system disorders;</li><li>• perform preventive actions of urogenital system disorders</li></ul>
Making Judgments	<p>Student will able to:</p> <p>On the base of clinical and diagnostic to set the initial and final diagnosis can determine the status of the disease and prescribe the treatment courses.</p>