**COURSE OUTLINE**

1. **GENERAL**

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| **SCHOOL** | School of Health Sciences | | | | |
| **ACADEMIC UNIT** | Faculty of Medicine | | | | |
| **LEVEL OF STUDIES** | Undergraduate | | | | |
| **COURSE CODE** | ΙΑΕΑ11 | **SEMESTER** | | 10th | |
| **COURSE TITLE** | **ENDOCRINOLOGY AND DIABETES** | | | | |
| **INDEPENDENT TEACHING ACTIVITIES** *if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits* | | | **WEEKLY TEACHING HOURS** | | **CREDITS** |
| Lectures | | | 2 | | 2 |
|  | | |  | |  |
|  | | |  | |  |
| *Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (4).* | | |  | |  |
| **COURSE TYPE**  *general background,  special background, specialised general knowledge, skills development* | Specialised general knowledge | | | | |
| **PREREQUISITE COURSES:** |  | | | | |
| **LANGUAGE OF INSTRUCTION and EXAMINATIONS:** | Greek | | | | |
| **IS THE COURSE OFFERED TO ERASMUS STUDENTS** | No | | | | |
| **COURSE WEBSITE (URL)** | <https://ecourse.uoi.gr/enrol/index.php?id=1577> | | | | |

1. **LEARNING OUTCOMES**

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| **Learning outcomes** | |
| *The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.*  *Consult Appendix A*   * *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area* * *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B* * *Guidelines for writing Learning Outcomes* | |
| **The aim of the course is to teach in an inductive manner the various endocrine gland disorders by groups, based on common pathogenetic mechanisms, so that the student can better understand the clinical manifestations of diseases and syndromes, which may involve more than one endocrine gland.**  **At the end of each teaching unit, relevant clinical cases are presented and discussed. Thus, the student will have a comprehensive understanding of the various endocrine diseases.**  **At the same time, students who wish to do so, can prepare a presentation of a topic of their choice in the field of endocrinology and diabetes in the form of a literature review. At the end of the course, the work is presented to the teachers and their fellow students.**  **Upon successful completion of the course, the student will be able to:**  **• Understand the basic pathogenetic mechanisms of endocrine gland disorders including type 1 and 2 diabetes mellitus**  **• Have a basic knowledge of the clinical presentation, diagnostic approach and investigation methodology/laboratory techniques for the management of endocrine diseases**  **• Understand the principles of modern therapies of endocrine disorders and all types of diabetes mellitus** | |
| **General Competences** | |
| *Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?* | |
| *Search for, analysis and synthesis of data and information, with the use of the necessary technology*  *Adapting to new situations*  *Decision-making*  *Working independently*  *Team work*  *Working in an international environment*  *Working in an interdisciplinary environment*  *Production of new research ideas* | *Project planning and management*  *Respect for difference and multiculturalism*  *Respect for the natural environment*  *Showing social, professional and ethical responsibility and sensitivity to gender issues*  *Criticism and self-criticism*  *Production of free, creative and inductive thinking*  *……*  *Others…*  *…….* |
| • Search, analysis and synthesis of data and information, using appropriate technologies  • Autonomous work  • Work in an interdisciplinary environment  • Generation of research ideas | |

1. **SYLLABUS**

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| 1. Organ-specific autoimmunity  • principles of organ-specific autoimmunity  • autoimmune polyglandular syndrome (type I, II, III)  • autoimmune thyroid disease  • autoimmune diabetes (type I, LADA)  2. Endocrine gland hyperplasia/neoplasia  • multiple endocrine neoplasia syndrome (type 1 and 2)  • nodular thyroid disease and cancer  • incidental adrenal tumors  3. Target organ resistance to hormonal action  • steroid/sex hormone resistance  • thyroid hormone resistance  • peptide hormone resistance  4. Deficiency of enzymes needed for hormone production and metabolism  • deficiency of steroidogenic enzymes  • deficiency of thyroid hormone synthesis enzymes  • deficiency of hormone metabolism enzymes  5. Disorders of energy /glucose homeostasis  • role of adipose tissue in energy homeostasis  • lipodystrophies  • insulin resistance-type 2 diabetes  6. Disorders of bone metabolism  • hormonal regulation of bone metabolism  • vitamin D – pleiotropic actions  • osteomalacia – osteoporosis |

1. **TEACHING and LEARNING METHODS - EVALUATION**

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| **DELIVERY** *Face-to-face, Distance learning, etc.* | Face-to-face and/or distance learning when necessary |
| **USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY** *Use of ICT in teaching, laboratory education, communication with students* | Use of Information & Communication Technologies in Teaching, communication with students and (optional) presentation of work by students |
| **TEACHING METHODS**  *The manner and methods of teaching are described in detail.*  *Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.*  *The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS* | |  |  | | --- | --- | | ***Activity*** | ***Workload of each students group*** | | Lectures | 26 hours | | Students who wish to do so, **can prepare a presentation of a topic of their choice in the field of endocrinology and diabetes in the form of a literature review. At the end of the course, the work is presented to the teachers and their fellow students.** | 10 hours | |  |  | |  |  | |  |  | |  |  | |  |  | |  |  | |  |  | |  |  | | Study/preparation | 16 hours | | Total | ***52 hours*** | |
| **STUDENT PERFORMANCE EVALUATION**  *Description of the evaluation procedure*  *Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other*  *Specifically-defined evaluation criteria are given, and if and where they are accessible to students.* | I. Written final examination including:  - Multiple choice questions  or (optional)  II. Presentation of individual work (in the form of a literature review) by students |

1. **ATTACHED BIBLIOGRAPHY**

*Teaching - study material*

• Textbooks via the EVDOXOS system

HARRISON endocrinology

Book Code in Eudoxos: 12540170

Edition: 2nd/2011

Authors: J.L. JAMESON

ISBN: 9789603948537

Type: Textbook

Distributor (Publisher): PARISIANOU PUBLICATION COMPANY

• Selected bibliography from established international medical journals