University of Texas Rio Grande Valley
Physician Assistant Department

PHAS 5130 – Endocrinology Module
Spring 2017

Course Number:  PHAS 5130
Credit Hours:  1 Semester Credit Hour
Course Title:  Endocrinology Module
Course Location:  HSHE 1.102
Course Dates:  January 18 – February 3rd
Class Time(s):  Monday 9:25 – 10:40 am
               Wednesday 9:25 – 10:40 am
               Friday 9:00 – 12:00 pm

Required Texts:

The following textbooks are the major references but there will be others for assigned reading. Be sure to read your announcements. You will be able to obtain them through the UTRGV Library online. Once in the library website site click on “Articles & Databases” at the top left corner and then click on “AccessMedicine”. You will have to login using your student user name and password.

Papadakis, CURRENT Medical Diagnosis and Treatment 2017, 56th Edition

Harrison’s Principles of Internal Medicine, 19e. Available at:

Instructor & Contact Information:

   Professor Name:  Bassent Abdelbary, MD, MPH, PhD
   Office Location:  HSHE 2.142
   Email address:  Bassent.abdelbary@utrgv.edu
   Phone contact:  (956) 665-2298

All course correspondence will be through Blackboard course messages.
Course Description:

PHAS 5130: Endocrine Module. This course will focus on the recognition of metabolic and hormonal problems and mechanisms. Emphasis is given on how to approach a patient with a known or suspected metabolic and/or hormonal condition.

Prerequisite: Admission into the Physician Assistant Studies Program.

Course Grading:

A  90 – 100  
B  80 - <90  
C  70 - <80  
F  <70

Physician Assistant Core Competencies:

This course will prepare the student to meet certain PA competencies. The PHAS 5130 course outcomes and learning objectives relate to the Competencies for the Physician Assistant Profession (2012) as follows:

<table>
<thead>
<tr>
<th>Core Competencies for the PA Profession</th>
<th>Specific Competencies Addressed in [Endocrine disorders]</th>
</tr>
</thead>
<tbody>
<tr>
<td>Medical Knowledge</td>
<td>• Competency 1 = evidence-based medicine</td>
</tr>
<tr>
<td></td>
<td>• Competency 2 = scientific principles related to patient care</td>
</tr>
<tr>
<td></td>
<td>• Competency 3 = etiologies, risk factors, underlying pathologic process, and epidemiology for medical conditions</td>
</tr>
<tr>
<td></td>
<td>• Competency 4 = signs and symptoms of medical and surgical conditions</td>
</tr>
<tr>
<td></td>
<td>• Competency 5 = appropriate diagnostic studies</td>
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<tr>
<td></td>
<td>• Competency 6 = management of general medical and surgical conditions to include pharmacologic and other treatment modalities</td>
</tr>
<tr>
<td></td>
<td>• Competency 7 = interventions for prevention of disease and health promotion/maintenance</td>
</tr>
<tr>
<td>Category</td>
<td>Competencies</td>
</tr>
<tr>
<td>---------------------------------------------</td>
<td>------------------------------------------------------------------------------</td>
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<tr>
<td>Interpersonal &amp; Communication Skills</td>
<td>Competency 8 = screening methods to detect conditions in an asymptomatic individual</td>
</tr>
<tr>
<td></td>
<td>Competency 9 = history and physical findings and diagnostic studies to formulate differential diagnoses</td>
</tr>
<tr>
<td>Patient Care</td>
<td>Competency 3 = obtain essential and accurate information about their patients</td>
</tr>
<tr>
<td></td>
<td>Competency 4 = make decisions about diagnostic and therapeutic interventions based on patient information and preferences, current scientific evidence, and informed clinical judgment</td>
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<tr>
<td></td>
<td>Competency 5 = develop and implement patient management plans</td>
</tr>
<tr>
<td>Professionalism</td>
<td>N/A</td>
</tr>
<tr>
<td>Practice-Based Learning &amp; Improvement</td>
<td>Competency 4 = utilize information technology to manage information, access medical information, and support their own education</td>
</tr>
<tr>
<td>Systems-Based Practice</td>
<td>Competency 3 = practice cost-effective health care and resource allocation that does not compromise quality of care</td>
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</tbody>
</table>

**Students with Disabilities:**

If you have a documented disability (physical, psychological, learning, or other disability which affects your academic performance) and would like to receive academic accommodations, please inform your instructor and contact Student Accessibility Services to schedule an appointment to initiate services. It is recommended that you schedule an appointment with Student Accessibility Services before classes start.
However, accommodations can be provided at any time. **Brownsville Campus:** Student Accessibility Services is located in Cortez Hall Room 129 and can be contacted by phone at (956) 882-7374 (Voice) or via email at accessibility@utrgv.edu. **Edinburg Campus:** Student Accessibility Services is located in 108 University Center and can be contacted by phone at (956) 665-7005 (Voice), (956) 665-3840 (Fax), or via email at accessibility@utrgv.edu.

**Learning and Assessment Activities:**

All course components must be completed. Students who do not complete all components of the course will not be allowed to take the written module examination.

**Lectures:**

Lectures are provided both before and during class time. They are used to convey critical information and background regarding the subject matter. They are intended as a supplement to the information already provided in the required textbook(s). Lectures are delivered utilizing student-centered techniques to promote active learning. Instructors will utilize flipped classroom techniques, mini-lectures, and case-based learning to deliver content.

**Written Module Examination:**

There is only one comprehensive examination for this course. It is worth 100% of the overall grade. The exam consists of multiple choice. One and half minute per question will be allotted on the examination. Please refer to the FYI Handbook for testing failure policies. Written examination will be delivered through the SofTest-M app on Apple iPad unless otherwise specified.

**Mandatory Remediation Policy:**

Remediation of course material is required for all scores < 80% on the written module examination. The Mandatory Remediation Policy is attached for your review. An Academic Remediation Referral will be created for any student needing to remediate a module. Please consult the FYI for further policy regarding failure of courses in the Physician Assistant Department.

**Retesting Policy:**

The goal of the retesting policy is to help the student show competency and master the material. Students will only be allowed one retesting opportunity per semester for 1-credit hour modular courses. After successful retesting, the examination score may be adjusted to a maximum of 70%. Please consult the
FYI for further policy regarding failure of courses in the Physician Assistant Department.

**Individual Readiness Assurance Test (IRAT):**

IRATs are designed to ensure students are adequately preparing for participation in all in-class activities like case-based learning and problem-based learning. IRATs will be delivered during class using SofTest-M app on Apple iPad unless otherwise specified. Although you must participate by taking the IRATs in class, they **will not** be graded. The IRATs should be used to benchmark your progress. They are also useful to the instructor as a gauge for student comprehension and mastery. Individuals who repeatedly score low on IRATs may need to meet individually with the course instructor and/or faculty advisor in order to direct learning to achieve success.

**Group Readiness Assurance Test (GRAT):**

GRATs are designed to develop critical thinking skills. As a group activity, team-based learning techniques will be key to successful completion of each assignment. Students must work in their teams in order to work through the assigned case study. GRATs are designed to be entirely completed during class time. Although you must participate by working through the GRATs in class, they will not be graded. GRATs should be used to develop your critical thinking skills with the help of others. Students noted to be absent, not participating, and/or overly combative may be asked to meet individually with the course instructor and/or faculty advisor in order to direct learning to achieve success.

**Course Outcomes:**

1. Demonstrate Knowledge and identify the associated signs and symptoms of the common endocrine disorders including metabolic diseases.
2. Utilize and interpret of diagnostics and lab findings of the common endocrine and metabolic disorders.
3. Assess and develop a management plan based on the latest options for management and therapy of endocrine disorders.
4. Appropriately educate patients on all aspects of prescribed treatments and prevention measures associated with the most common endocrine disorders.
5. Apply critical thinking skills to solve in depth case scenarios on an individual basis and in groups.
6. Recognize the role of public health agencies in the prevention and control of endocrine disorders.
Learning Objectives:

At the end of this endocrinology module, the student will be able to:

- List the common endocrine and metabolic disorders and their public health significance. (Course outcome 1, 6) (Competency -Medical Knowledge 1-7)
- Discuss the etiologies of the common endocrine and metabolic disorders and their most common clinical manifestations. (Course outcomes 1,4-5) (Competency Medical Knowledge 1-4)
- Review the clinical and diagnostic features of the common endocrine and metabolic disorders. (Course outcomes 1-5) (Competency Medical Knowledge 4-9, Patient Care 4)
- Accurately interpret appropriate laboratory results of patients with endocrine and metabolic disorders and formulate diagnosis based on these results and clinical findings. (Course outcomes 1,2, 5) (Competency Medical knowledge 1,5,9, Patient care 4)
- Organize the indications and limitations of diagnostic labs, tests, scans, and radiologic procedures for diagnosing endocrine and metabolic disorders or arising complication. (Course outcome 1,2,5) (Competency Medical knowledge 1,5,6,8, Patient care 4,5, Practice-based Learning and Improvement 4)
- Recognize metabolic disorders and the role of public health agencies in addressing the global obesity and diabetes epidemic. (Course outcome 6) (Competency Medical Knowledge 1-3, 7-8, Patient Care 4)

Endocrine Module Plan

<table>
<thead>
<tr>
<th>Day and Date</th>
<th>Topic</th>
<th>Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wednesday January 18, 2017</td>
<td>Lipid Disorders</td>
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<tr>
<td>Friday January 20th, 2017</td>
<td>Disease of the Pituitary Gland</td>
<td>IRAT/GRAT</td>
</tr>
<tr>
<td>Monday January 23rd, 2017</td>
<td>Cases</td>
<td></td>
</tr>
<tr>
<td>Wednesday January 25th, 2017</td>
<td>Disease of the Adrenal Gland</td>
<td></td>
</tr>
<tr>
<td>Friday January 27th, 2017</td>
<td>Disease of the Thyroid Gland</td>
<td>IRAT/GRAT</td>
</tr>
<tr>
<td>Monday January 30th, 2017</td>
<td>Cases/Obesity</td>
<td></td>
</tr>
<tr>
<td>Wednesday February 1st, 2017</td>
<td>Diabetes Mellitus</td>
<td></td>
</tr>
<tr>
<td>Friday February 3rd, 2017</td>
<td>Cases</td>
<td>IRAT/GRAT</td>
</tr>
</tbody>
</table>

*Module Exam: Monday February 6th, 2017

**For detailed topics, refer to NCCPA topic list posted on Blackboard
**5130 Endocrine Disorders Module Objectives**

01/18/17

- Lipid Disorders

**Reading Assignment:** *Harrison’s Principles of Internal Medicine*; chapter 421 and/or *Current* chapter 28.

**Objectives:**

1. Discuss the approach to the patient with a lipid disorder. (Course outcomes 1,2,5) (Competency Medical Knowledge 4-9, Patient care 3,4)
2. Describe the clinical assessment and diagnostic evaluation of the patient with dyslipidemias. (Course outcomes 3, 4) (Competency Medical knowledge 1,2,4,6,7,8,9, Patient care 4)
3. Identify the treatment options and management algorithm including American College of Cardiology/American Heart Association (ACC/AHA) guidelines for patients with lipid disorders. (Course outcomes 1,3,4) (Competency Medical knowledge 6,7, Patient care 4,5, Systems-Based Practice 3)
4. Compare and contrast lipid disorders in clinical case scenarios. (Course outcomes 1-5) (Course competency Medical knowledge 1-9, Patient care 3-5, Practice-Based Learning 4)

01/20/17

- Disease of the Pituitary Gland

**Reading Assignment:** *Harrison’s Principles of Internal Medicine*; chapters 399-404, and/or *Current* chapter 26.

**Objectives:**

1. Discuss the approach to the patient with pituitary disease. (Course outcomes 1,4) (Competency Medical Knowledge 1-9, Patient Care 3-5)
2. Discuss the clinical assessment and diagnostic evaluation of the patient with pituitary disorders including neoplastic disease. (Course outcomes 1,2,5) (Competency Medical Knowledge 4-9, Patient care 3, 4)
3. Differentiate between pituitary problems that stem from the anterior and posterior pituitary. (Course outcomes 1,2,5) (Competency Medical Knowledge 4-9, Patient care 3,4)
4. Identify the treatment options for patients with pituitary disorders. (Course outcomes 1,3,4) (Competency Medical knowledge 6,7,8, 9 Patient care 4,5, Systems-Based Practice 3)
5. Compare and contrast pituitary disorders in clinical case scenarios. (Course outcomes 1-4) (Course competency Medical knowledge 1-9, Patient care 3-5, Practice-Based Learning 4)
(Course outcomes 1,3,4) (Competency Medical knowledge 6,7, Patient care 4,5, Systems-Based Practice 3)

4. Compare and contrast various types of thyroid disorders in clinical case scenarios. (Course outcomes 1-4) (Course competency Medical knowledge 1-9, Patient care 3-5, Practice-Based Learning 4)

<table>
<thead>
<tr>
<th>01/30/17 and 02/01/2017</th>
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</thead>
<tbody>
<tr>
<td>Obesity and Diabetes Mellitus</td>
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</table>

**Reading Assignment:** *Harrison’s Principles of Internal Medicine*; chapters 415e-420 and/or *Current* chapter 27.

**Objectives:**

1. Describe the different types of diabetes mellitus and their clinical presentation. (Course outcomes 1,5) (Competency Medical Knowledge 1-9, Patient Care 3-5)
2. Discuss the approach to the patient with diabetes mellitus. (Course outcomes 1,2,4) (Competency Medical Knowledge 4-9, Patient care 3, 4)
3. Identify the local, national and global burden of obesity and diabetes and the association between them. (Course outcomes 1,2,6) (Course competency Medical knowledge 1-9, Patient care 3-5, Practice-Based Learning 4, Systems-Based Practice 3)
4. Identify treatment options and prognosis for patients with diabetes mellitus and preventive measures to slow disease progression. (Course outcomes 1,3,4) (Competency Medical knowledge 6,7, Patient care 4,5, Systems-Based Practice 3)
5. Demonstrate knowledge of appropriate and timely referrals to ophthalmology, podiatry, nephrology, nutritionist, and/or the diabetes education program (Course outcomes 1,3) (Course competency Medical knowledge 6,7, Patient care 4,5, Practice-Based Learning 4, Systems-Based Practice 3)
6. Compare and contrast diabetes mellitus and obesity presentation in clinical case scenarios. (Course outcomes 1-4) (Course competency Medical knowledge 1-9, Patient care 3-5, Practice-Based Learning 4)

**Mandatory Course Evaluation Period:**

Students are required to complete an ONLINE evaluation of this course, accessed through your UTRGV account ([http://my.utrgv.edu](http://my.utrgv.edu)); you will be contacted through email with further instructions. Students who complete their evaluations will have priority access to their grades. Online evaluations will be available:

- Feb 15 – Feb 21 for Module 1 courses
- Apr 12 – Apr 18 for Module 2 courses
Apr 12 – May 3 for full spring semester courses

**Attendance:**

Students are expected to attend all scheduled classes and may be dropped from the course for excessive absences. UTRGV’s attendance policy excuses students from attending class if they are participating in officially sponsored university activities, such as athletics; for observance of religious holy days; or for military service. Students should contact the instructor in advance of the excused absence and arrange to make up missed work or examinations. Consult the Physician Assistant Department For Your Information (FYI) manual for more specific details.

**Absence Definitions:**

Students are expected to attend all required activities. An absence is any instance when a student is not physically present in a course or at an activity. Students should not assume they are allowed any absences at their discretion or for their personal convenience. Absences are considered acceptable only when unavoidable, which include two types of circumstances:

1. When unavoidable and anticipated (e.g.: presentation at a professional meeting, etc.). Students are strongly encouraged to schedule anticipated absences during vacation periods to avoid conflict with scheduled courses.
2. When unavoidable and unanticipated (e.g.: personal illness or family tragedy, etc.).

**Actions Required by the Student:**

In the event of any of these absences, students must (in advance when anticipated, and as soon as possible when unanticipated):

1. Notify their faculty (e.g. course faculty, clinical faculty, clinical attending, or preceptor, etc.);
2. The Department Chair or Assistant Department Chair

**Make-up Examination:**

No allowances will be made for an exam being missed, other than for an unavoidable anticipated or unavoidable unanticipated absence. In this event, the nature of the make-up exam will be at the faculty’s discretion. It is the student’s responsibility to schedule a make-up examination with the course faculty or clinical faculty. Make-up examinations must be scheduled within 24-hours of the student’s return for an unavoidable unanticipated absence. Make-up examinations must be scheduled prior to the unavoidable anticipated absences with the course faculty or clinical faculty. Failure to schedule a make-up examination within the appropriate time limits stated above will result in a grade of "zero" for that exam. An unexcused absence from an exam may result in a grade of "zero" for that exam.
**Scholastic Integrity:**

As members of a community dedicated to Honesty, Integrity and Respect, students are reminded that those who engage in scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and expulsion from the University. Scholastic dishonesty includes but is not limited to: cheating, plagiarism, and collusion; submission for credit of any work or materials that are attributable in whole or in part to another person; taking an examination for another person; any act designed to give unfair advantage to a student; or the attempt to commit such acts. Since scholastic dishonesty harms the individual, all students and the integrity of the University, policies on scholastic dishonesty will be strictly enforced (Board of Regents Rules and Regulations and UTRGV Academic Integrity Guidelines). All scholastic dishonesty incidents will be reported to the Dean of Students.

**Plagiarism:**

Specifically, written plagiarized work, defined as submitting as your own work that which contains direct or paraphrased quotes from another source, cannot be used in written assignments. Assignments must reflect the individual’s own work. Any violation of the scholastic integrity pledge will result in failure of the course and disciplinary actions deemed necessary and appropriate by the administration. Plagiarism of any kind will also result in a failing grade for the course. Safe Assign software will be used to detect plagiarism.

**Sexual Harassment, Discrimination, and Violence:**

In accordance with UT System regulations, your instructor is a “responsible employee” for reporting purposes under Title IX regulations and so must report any instance, occurring during a student’s time in college, of sexual assault, stalking, dating violence, domestic violence, or sexual harassment about which she/he becomes aware during this course through writing, discussion, or personal disclosure. More information can be found at [www.utrgv.edu/equity](http://www.utrgv.edu/equity), including confidential resources available on campus. The faculty and staff of UTRGV actively strive to provide a learning, working, and living environment that promotes personal integrity, civility, and mutual respect in an environment free from sexual misconduct and discrimination.
Appendix:

Academic Remediation Policy

The purpose of this remediation policy is to assure that students have achieved competency in the material as described in the objectives of each course in the curriculum. Remediation is required for all didactic courses and labs.

1. The Academic Remediation Referral process must be started as soon as possible after the examination grade has been posted. Failure of the student to participate in the Academic Remediation Referral process will require the course faculty to generate the Academic Remediation Referral form and indicate that the student failed to participate in the Academic Remediation Referral process. Failure of the student to participate in the Academic Remediation Referral process may result in course failure.

2. Academic Remediation Referral is required for:

a. Any student scoring <80% on any examination or lab practical or course work.

b. Any student that is determined by the course faculty to be at risk of failing any course.

3. The course faculty will review, sign, and date the Academic Remediation Referral form with the student describing the remediation plan and have the student sign and date the form. The department will keep a copy of the completed Academic Remediation Referral form. The student will be given a copy of the Academic Remediation Referral form.

4. The Academic Remediation Referral form will outline a General Action Plan. Actions listed in the General Action Plan must be completed by dates identified by the course faculty. This General Action Plan may include one or more of the following:

a. Individual review of failed examination with course instructor/module coordinator.

b. Attendance at group tutoring sessions.

c. Additional assignments to enhance comprehension of material.

d. Referral for additional study/organizational/test-taking skills offered at UTRGV outside of the department.

e. Referral to campus assistance programs (e.g.: Student Health Services, Counseling and Psychological Services, etc.).

f. Review of test-taking skills, organizational skills, and time management skills.
g. Additional factors identified through discussion with the student.

h. Retesting may be offered, but not required. Please see the Academic Retesting Policy below.

5. The Academic Remediation Referral form is a formal course requirement. Failure of the student to complete the remediation process and to complete the Academic Remediation Referral form may result in course failure.

6. Students requiring remediation will be referred to the Professionalism and Promotions Committee.

**Academic Retesting Policy**

Not all courses offer retesting. (See individual course syllabus.) For the courses that do offer retesting, the following policy will apply:

1. The goal of the retesting policy is to help the student show competency and master the material.

2. Retesting eligibility: Students are allowed to retest if they have completed the Academic Remediation Referral process in its entirety, including the General Action Plan described in the above section.

3. Limitations on retesting: If retesting is offered, (see individual course syllabus) the following limitations apply. Students will be allowed only one retesting opportunity per course per semester with the exception of 1-credit hour courses. Students will only be allowed one retesting opportunity per semester for 1-credit hour modular courses and for 1-credit hour summer courses.

4. Change in the examination grade: After successful retesting, the examination score may be adjusted to a maximum of 70%.

5. Timeline for retesting: Except for unavoidable unanticipated absences, retest examinations should be administered by the course faculty before the beginning of the next course or modular examination.

6. Retesting will not include final examinations.

7. Retesting content/format: The content and format of the retest examination will be at the discretion of the course instructor.