COURSE OUTLINE

(1) GENERAL

MD-501 Clinical Specialties: Nephrology, Urology

SCHOOL	Medical		
ACADEMIC UNIT	Basic and Clinical Sciences		
LEVEL OF STUDIES	1st Cycle		
COURSE CODE	MD-501	**SEMESTER**	Year 5 / Semester 9/10 (rotation)
COURSE TITLE	Clinical Specialties: Nephrology, Urology		
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**
		40	60*
*Clinical Specialties is delivered through the year with rotations in Gastroenterology (Medical and Surgical), Endocrinology; Nephrology, Urology; Cardiology, Respiratory; Rheumatology, Orthopaedics, Dermatology; Paediatrics; Obstetrics and Gynaecology; Psychiatry; and, Neurology, ENT, Ophthalmology. Its grade and ECTS are awarded at the end of the year.			
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).			
COURSE TYPE *general background, special background, specialised general knowledge, skills development*	Core		
PREREQUISITE COURSES:	None		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	English		
IS THE COURSE OFFERED TO ERASMUS STUDENTS			
COURSE WEBSITE (URL)			

(2) LEARNING OUTCOMES

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*

At the end of the course, the student will be able to:

- Take a focused history from a patient, or relative of a patient, presenting with a renal or urological disorder, in a sensitive and caring manner
- Carry out a sensitive physical examination as part of investigation of the presenting complaint
- Discuss a differential diagnosis for the presenting complaint

- Apply their knowledge of basic and clinical science to identify and explain appropriate investigations, including blood and urine tests, imaging, fine needle aspiration, and biopsy to assist in the diagnosis of the presenting complaint and to interpret the results from such tests
- Prepare and explain a treatment management plan for the patient to present to the responsible clinician to include medical, pharmacological, surgical options as appropriate
- Observe, and where appropriate, carry out or assist with, medical and surgical procedures relating to patients with renal or urological conditions, planned and opportunistic
- Prescribe medications to treat patients with kidney and urinary tract diseases/disorders and make appropriate therapeutic/management decisions.

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…
…….

Knowledge and Understanding

- Explain the scientific principles underlying common and important disease processes including inflammation, infection, neoplasia and trauma
- Describe basic pharmacological principles together with the pharmacology of commonly used medications, including their modes of action, pharmacokinetics, medication interaction and side effects

Skills

- Communicate compassionately and effectively with patients and when relevant, with significant others including taking a relevant focused history
- Communicate effectively with colleagues in all professional settings, including group situations
- Communicate effectively by written and by electronic means as well as orally
- Keep accurate clinical records and demonstrate skills in the recording, organisation and management of information including the use of appropriate information technology
- Assess, investigate and manage patients in a safe, competent and caring manner applying sound clinical reasoning at all stages of the process
- Prescribe drugs safely under supervision including dosage calculation, prescription writing and administration

Competences

- Discuss the nature of medical professionalism and its importance in patient care recognising that the care and safety of patients is central to their everyday practice
- Work with members of the multidisciplinary team and understand their own

personal roles and responsibilities within the team as well as those of other healthcare professionals
- Discuss the basic principles that underpin good ethical practice including the need to respect patients regardless of their lifestyle, culture, beliefs, religion, race, colour, gender, sexuality, disability, age, and social or economic status
- Be aware of and be able to discuss the major ethical issues in healthcare as may be encountered in everyday clinical practice including concern for confidentiality and respect for individual autonomy
- Explain the importance of maintaining patient confidentiality and of respecting the autonomy, dignity and privacy of patients
- Explain one's professional and legal responsibilities when accessing information in relation to patient care, research and education
- Demonstrate an understanding of the importance of always acting with honesty and integrity, including the duty of open disclosure when things go wrong
- Demonstrate an understanding of when patient consent is required and how it is best obtained. This includes an understanding of when and how consent needs to be obtained from a third party
- Recognise the potential impact on patient care of one's personal beliefs and biases and describe the strategies that mitigate this.

(3) **SYLLABUS**

Common presentations affecting the renal and urogenital systems including:
- renal failure and nephropathy
- urinary calculi
- fluid and electrolyte imbalance
- infections
- renal, bladder and prostatic cancer
- benign prostatic and urinary tract disorders

(4) **TEACHING and LEARNING METHODS - EVALUATION**

<table>
<tr><td>DELIVERY
Face-to-face, Distance learning, etc.</td><td>Face-to-face</td></tr>
<tr><td>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY
Use of ICT in teaching, laboratory education, communication with students</td><td>Use of ICT in teaching / Χρήση ΤΠΕ
Communication with students / Επικοινωνία με Φοιτητές</td></tr>
<tr><td>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</td><td>
<table>
<tr><th>Activity</th><th>Semester workload</th></tr>
<tr><td>Lectures/large group</td><td>15</td></tr>
<tr><td>Small group teaching</td><td>5</td></tr>
<tr><td>Clinical Practice</td><td>180</td></tr>
<tr><td>Self-directed learning</td><td>25</td></tr>
<tr><td></td><td></td></tr>
<tr><td></td><td></td></tr>
<tr><td></td><td></td></tr>
<tr><td></td><td></td></tr>
<tr><td></td><td></td></tr>
<tr><td>Per 5-week rotation</td><td>225</td></tr>
</table>
</td></tr>
<tr><td>STUDENT PERFORMANCE EVALUATION
Description of the evaluation procedure</td><td>End of year exam and end of year OSCE. The written assessment will be Single Best Answer MCQs and</td></tr>
</table>

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.*	Short Answer Questions. Workplace based assessments will take place during the attachment.

(5) **ATTACHED BIBLIOGRAPHY**

Required textbooks/reading

Authors	Title	Edition	Publisher	Year	ISBN
Vincent Lee, Amanda Mather, Stephen H. Hughes	The Renal System: Systems of the Body Series	3rd	Elsevier	2022	9780702082924
Joint Formulary Committee	https://bestpractice.bmj.com/drugs	Last one	BMJ Group and Pharmaceutical Press	Current year	Joint Formulary Committee
National Institute for Health and Clinical Excellence	https://www.nice.org.uk/guidance	Last one		Current year	National Institute for Health and Clinical Excellence

Recommended textbooks/reading

Authors	Title	Edition	Publisher	Year	ISBN
Alan S. L. Yu, Glenn M. Chertow, Valerie Luyckx, Philip A. Marsden, Karl Skorecki, Maarten W. Taal	Brenner & Rector's kidney	11th	Elsevier	2019	9780323532655

For more information on accessing the British National Formulary (BNF) please see the library guide Health Research Basics

Additional information can also be found in the library guides: Clinical Placement Support Resources & Health Library Student Well-being Resources

COURSE OUTLINE

(1) GENERAL

MD-501 Clinical Specialties (Neurology (Neurology, Neurosurgery and Palliative Care), ENT, Ophthalmology)

SCHOOL	Medical		
ACADEMIC UNIT	Basic and Clinical Sciences		
LEVEL OF STUDIES	1st Cycle		
COURSE CODE	MD-501	**SEMESTER**	Year 5 / Semester 9/10 (rotation)
COURSE TITLE	Clinical Specialties (Neurology (Neurology, Neurosurgery and Palliative Care), ENT, Ophthalmology)		
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**
		40	60*
*Clinical Specialties is delivered through the year with rotations in Gastroenterology (Medical and Surgical), Endocrinology; Nephrology, Urology; Cardiology, Respiratory; Rheumatology, Orthopaedics, Dermatology; Paediatrics; Obstetrics and Gynaecology; Psychiatry; and, Neurology, ENT, Ophthalmology. Its grade and ECTS are awarded at the end of the year.			
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).			
COURSE TYPE *general background, special background, specialised general knowledge, skills development*	Core		
PREREQUISITE COURSES:	None		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	English		
IS THE COURSE OFFERED TO ERASMUS STUDENTS			
COURSE WEBSITE (URL)			

(2) LEARNING OUTCOMES

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*
After the completion of the course the students should be able to: • take a history from a patient, or relative of a patient, presenting with a neurological disorder or a condition affecting the ear, nose, throat or eye, in a sensitive and caring manner • carry out a sensitive physical examination as part of investigation of the

presenting complaint including use of the basic instruments for ENT and eye examination such as otoscope and hand-held ophthalmoscope.
- discuss a differential diagnosis for the presenting complaint
- apply their knowledge of basic and clinical science to identify and explain appropriate investigations, including blood, urine and CSF tests, tests using electrodes, and imaging, cytology and biopsy to assist in the diagnosis of the presenting complaint and to interpret the results from such tests
- prepare and explain a treatment management plan for the patient to present to the responsible clinician to include medical, pharmacological, surgical options as appropriate
- observe, and where appropriate carry out or assist with, medical and surgical procedures relating to patients with neurological, ENT or eye conditions, planned and opportunistic.
- define palliative care and summarise what is included in an integrated care pathway for terminally ill patients and their families
- Prescribe medications to treat patients with neurological disorders and in palliative care, and make appropriate therapeutic/management decisions.

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…
…….

Knowledge and Understanding

- Explain the scientific principles underlying common and important disease processes including inflammation, infection, neoplasia and trauma
- Describe basic pharmacological principles together with the pharmacology of commonly used medications, including their modes of action, pharmacokinetics, medication interaction and side effects

Skills

- Communicate compassionately and effectively with patients and when relevant, with significant others including taking a relevant focused history
- Communicate effectively with colleagues in all professional settings, including group situations
- Communicate effectively by written and by electronic means as well as orally
- Keep accurate clinical records and demonstrate skills in the recording, organisation and management of information including the use of appropriate information technology
- Assess, investigate and manage patients in a safe, competent and caring manner applying sound clinical reasoning at all stages of the process
- Prescribe drugs safely under supervision including dosage calculation, prescription writing and administration.

Competences

- Discuss the nature of medical professionalism and its importance in patient care recognising that the care and safety of patients is central to their everyday practice
- Work with members of the multidisciplinary team and understand their own personal roles and responsibilities within the team as well as those of other healthcare professionals
- Discuss the basic principles that underpin good ethical practice including the need to respect patients regardless of their lifestyle, culture, beliefs, religion, race, colour, gender, sexuality, disability, age, and social or economic status
- Be aware of and be able to discuss the major ethical issues in healthcare as may be encountered in everyday clinical practice including concern for confidentiality and respect for individual autonomy
- Explain the importance of maintaining patient confidentiality and of respecting the autonomy, dignity and privacy of patients
- Explain one's professional and legal responsibilities when accessing information in relation to patient care, research and education
- Demonstrate an understanding of the importance of always acting with honesty and integrity, including the duty of open disclosure when things go wrong
- Demonstrate an understanding of when patient consent is required and how it is best obtained. This includes an understanding of when and how consent needs to be obtained from a third party
- Recognise the potential impact on patient care of one's personal beliefs and biases and describe the strategies that mitigate this

(3) **SYLLABUS**

Common presentations affecting the neurological system, ear, nose and throat, and eyes including:

- Headache
- Cerebrovascular disease
- Blackouts, seizures and epilepsy
- Movement disorders
- Demyelinating conditions
- Meningitis and other intracranial infections
- Brain tumours and ENT tumours
- Muscle disease and myasthenia gravis
- Cranial nerve palsies
- Hearing loss and other conditions relating to the ear
- Disorders relating to the nose and sinuses
- Throat disorders
- Disorders affecting the voice
- Disorders affecting the eye, including conjunctivitis, cataracts, glaucoma and retinopathy
- Ophthalmological emergencies
- Terminal Care issues including euthanasia

(4) **TEACHING and LEARNING METHODS - EVALUATION**

DELIVERY *Face-to-face, Distance learning, etc.*	Face-to-face

USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY *Use of ICT in teaching, laboratory education, communication with students*	*Use of ICT in teaching / Χρήση ΤΠΕ* *Communication with students / Επικοινωνία με Φοιτητές*
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*	
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.*	End of year exam and end of year OSCE. The written assessment will be Single Best Answer MCQs and Short Answer Questions. Workplace based assessments will take place during the attachment.

Activity	***Semester workload***
Lectures/large group	15
Small group teaching	5
Clinical Practice	180
Self-directed learning	50
Per 5-week rotation	***225***

(5) **ATTACHED BIBLIOGRAPHY**

Required Textbooks/Reading:

Authors	**Title**	**Edition**	**Publisher**	**Year**	**ISBN**
Lindsay, K. & Bone I	Neurology & neurosurgery illustrated	5th	Churchill Livingstone	2010	9780443069574
Fuller, G. & Manford, M.	Neurology: an illustrated colour text	3rd	Churchill Livingstone	2010	9780702032240
Cherny N Fallon M, Kasasa S Portenoy RK Currow D.	Oxford textbook of palliative medicine	6th	Oxford	2024	9780198900597
Fallon, Marie Hanks G	ABC Palliative Care	2nd	Wiley-Blackwell	2006	9781405130790

Corbridge, R Steventon N	Oxford handbook of ENT and head and neck surgery	3rd	Oxford	2020	9780198723331
Riordan-Eva, Paul	Vaughan & Asbury's general ophthalmology	19th	McGraw-Hill	2017	9780071843539
Joint Formulary Committee	http://bestpractice.bmj.con/drugs	Latest	BMJ Group and Pharmaceutical Press	Current Year	
National Institute for Health and Clinical Excellence	https://www.nice.org.uk/guidance	Latest		Current Year	

Recommended Textbooks/Reading:

Authors	Title	Edition	Publisher	Year	ISBN
Lewis ED Mayer SA Noble JM	Merritt's neurology	14th	Lippincott, Williams & Wilkins.	2021	9781975141226 E-book
Jackson Timothy L	Moorfields Manual of Ophthalmology	3rd	JP Medical Ltd	2019	9781909836945
Batterbury M Murphy C	Ophthalmology: An illustrated Colour Text	4th	Churchill Livingstone	2019	97800702075025

For more information on accessing the British National Formulary (BNF) please see the library guide Health Research Basics

Additional information can also be found in the library guides: Clinical Placement Support Resources & Health Library Student Well-being Resources

COURSE OUTLINE

(1) GENERAL

MD-501 Clinical Specialties: Obstetrics and Gynaecology

SCHOOL	Medical		
ACADEMIC UNIT	Basic and Clinical Sciences		
LEVEL OF STUDIES	1st Cycle		
COURSE CODE	MD-501	**SEMESTER**	Year 5 / Semester 9/10 (rotation)
COURSE TITLE	Clinical Specialties: Obstetrics and Gynaecology		
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**
		40	60*
*Clinical Specialties is delivered through the year with rotations in Gastroenterology (Medical and Surgical), Endocrinology; Nephrology, Urology; Cardiology, Respiratory; Rheumatology, Orthopaedics, Dermatology; Paediatrics; Obstetrics and Gynaecology; Psychiatry; and, Neurology, ENT, Ophthalmology. Its grade and ECTS are awarded at the end of the year.			
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).			
COURSE TYPE *general background, special background, specialised general knowledge, skills development*	Core		
PREREQUISITE COURSES:	None		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	English		
IS THE COURSE OFFERED TO ERASMUS STUDENTS			
COURSE WEBSITE (URL)			

(2) LEARNING OUTCOMES

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*

By the end of the course the students should be able to:

- take a general obstetric history, and identify case-specific obstetric risk factors, from women with normal and abnormal pregnancies, in a sensitive and caring manner
- describe, in detail, normal pregnancy, labour, delivery and the puerperium and its

management.

- take a focused gynaecological history from women with abnormal gynaecological presentations
- carry out obstetric examinations, including what is required for a routine antenatal check.
- carry out an abdominal examination, with particular relevance to common gynaecological conditions.
- perform intimate examinations where appropriate, including vaginal and speculum examinations on both gynaecological and obstetric patients.
- take cervical smears and where relevant vaginal and cervical swabs.
- discuss a differential diagnosis for the presenting complaint
- apply their knowledge of basic and clinical science to identify and explain appropriate investigations for Obstetrics & Gynaecology patients, interpret the results accurately
- prepare and explain a treatment management plan for the patient to present to the responsible clinician to include medical, pharmacological, surgical options as appropriate
- communicate effectively with women and colleagues about general health and problems related to their reproductive system.
- work effectively as a key team member in the management of health and illness issues for women.
- observe, and where appropriate, carry out or assist with, medical and surgical procedures relating to patients with obstetric and gynaecological conditions, planned and opportunistic.
- Prescribe medications to treat patients with gynecological diseases and in pregnancy, and make appropriate therapeutic decisions.

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…
…….

Knowledge and Understanding

- Explain the scientific principles underlying common and important disease processes including inflammation, infection, neoplasia and trauma
- Describe basic pharmacological principles together with the pharmacology of commonly used medications, including their modes of action, pharmacokinetics, medication interaction and side effects
- Discuss the role of nutrition in health and illness

Skills

- Communicate compassionately and effectively with patients and when relevant, with significant others including taking a relevant focused history
- Communicate effectively with colleagues in all professional settings, including

group situations
- Communicate effectively by written and by electronic means as well as orally
- Keep accurate clinical records and demonstrate skills in the recording, organisation and management of information including the use of appropriate information technology
- Assess, investigate and manage patients in a safe, competent and caring manner applying sound clinical reasoning at all stages of the process
- Prescribe drugs safely under supervision including dosage calculation, prescription writing and administration
- Recognise and manage life-threatening conditions and provide the immediate core of medical emergencies including First Aid and resuscitation

Competences

- Discuss the nature of medical professionalism and its importance in patient care recognising that the care and safety of patients is central to their everyday practice
- Work with members of the multidisciplinary team and understand their own personal roles and responsibilities within the team as well as those of other healthcare professionals
- Discuss the basic principles that underpin good ethical practice including the need to respect patients regardless of their lifestyle, culture, beliefs, religion, race, colour, gender, sexuality, disability, age, and social or economic status
- Be aware of and be able to discuss the major ethical issues in healthcare as may be encountered in everyday clinical practice including concern for confidentiality and respect for individual autonomy
- Explain the importance of maintaining patient confidentiality and of respecting the autonomy, dignity and privacy of patients
- Explain one's professional and legal responsibilities when accessing information in relation to patient care, research and education
- Demonstrate an understanding of the importance of always acting with honesty and integrity, including the duty of open disclosure when things go wrong
- Demonstrate an understanding of when patient consent is required and how it is best obtained. This includes an understanding of when and how consent needs to be obtained from a third party
- Recognise the potential impact on patient care of one's personal beliefs and biases and describe the strategies that mitigate this
- Describe the principles of safeguarding of children and vulnerable adults

(3) **SYLLABUS**

Common presentations affecting the reproductive system including:

- Neonatal congenital disorders
- Prepubertal, pubertal, congenital and benign gynaecological disorders
- Menstruation, vaginal bleeding and post-menopausal disorders
- Sub-fertility
- Sexually transmitted infections
- Ovarian, endometrial and cervical cancer
- Pregnancy and birth disorders

(4) **TEACHING and LEARNING METHODS - EVALUATION**

DELIVERY *Face-to-face, Distance learning, etc.*	Face-to-face

USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY *Use of ICT in teaching, laboratory education, communication with students*	*Use of ICT in teaching / Χρήση ΤΠΕ* *Communication with students / Επικοινωνία με Φοιτητές*
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	***Semester workload***
Lectures/large group	15
Small group teaching	5
Clinical Practice	180
Self-directed learning	50
Per 5-week rotation	***225***

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.*	End of year exam and end of year OSCE. The written assessment will be Single Best Answer MCQs and Short Answer Questions. Workplace based assessments will take place during the attachment.

(5) ATTACHED BIBLIOGRAPHY

Required textbooks/reading

Authors	Title	Edition	Publisher	Year	ISBN
Symonds, I.M & Arulkumaran, S	Essential Obstetrics and Gynaecology	6th	Elsevier	2019	9780702076381
Barbara Hoffman, John Schorge, Karen Bradshaw, Lisa Halvorson, Joseph Schaffer, Marlene Cotton	Williams Gynaecology	4th	Blackwell McGraw Hill	2020	9781260456868
Gary Cunningham, Kenneth Leveno, Catherine Spong, Jodi Dashe, Barbara Hoffman, Brian Casey	Williams Obstetrics	26th	Blackwell McGraw Hill	2022	9781260462739
Hanretty, K	Obstetrics Illustrated	7th	Churchill Livingstone	2009	9780702030666
Joint Formulary Committee	http://bestrpractice.bmj.com/drugs	Latest	BMJ Group and	Current year	

			Pharmaceutical Press		
National Institute for Health and Clinical Excellence	http://www.nice.org.uk/guidance	Latest		Current year	

Recommended textbooks/reading

Authors	Title	Edition	Publisher	Year	ISBN
Sally Collins, Kevin Hayes, Sabaratnam Arulkumaran, Kirana Arambage, Lawrence Impey	Oxford handbook of obstetrics and Gynaecology	4th	Oxford	2023	9780198838678

For more information on accessing the British National Formulary (BNF) please see the library guide Health Research Basics

Additional information can also be found in the library guides: Clinical Placement Support Resources

COURSE OUTLINE

(1) GENERAL

MD-501 Clinical Specialties: Paediatrics

SCHOOL	Medical		
ACADEMIC UNIT	Basic and Clinical Sciences		
LEVEL OF STUDIES	1st Cycle		
COURSE CODE	MD-501	**SEMESTER**	Year 5 / Semester 9/10 (rotation)
COURSE TITLE	Clinical Specialties: Paediatrics		
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**
		40	60*
*Clinical Specialties is delivered through the year with rotations in Gastroenterology (Medical and Surgical), Endocrinology; Nephrology, Urology; Cardiology, Respiratory; Rheumatology, Orthopaedics, Dermatology; Paediatrics; Obstetrics and Gynaecology; Psychiatry; and, Neurology, ENT, Ophthalmology. Its grade and ECTS are awarded at the end of the year.			
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).			
COURSE TYPE *general background, special background, specialised general knowledge, skills development*	Core		
PREREQUISITE COURSES:	None		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	English		
IS THE COURSE OFFERED TO ERASMUS STUDENTS			
COURSE WEBSITE (URL)			

(2) LEARNING OUTCOMES

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*

After the completion of the course the students should be able to:

- take a focused history from a child, or relative/guardian of a child, in a sensitive and caring manner.
- carry out a sensitive physical examination of the newborn, infant, toddler, child and adolescent as part of investigation of the presenting complaint.

- assess the adherence of a child to developmental milestones, outlining the different abilities of children at different ages.
- explain the importance of growth in children and how to use a growth chart.
- Discuss a differential diagnosis for the presenting complaint.
- apply their knowledge of basic and clinical science to identify and explain appropriate investigations, including blood and urine tests, and imaging, to assist in the diagnosis of the presenting complaint and to interpret the results from such tests.
- prepare and explain a treatment management plan for the child to present to the responsible clinician to include medical, pharmacological, surgical options as appropriate.
- observe, and where appropriate carry out or assist with, the following procedures: and other surgical procedures, planned and opportunistic.
- discuss ways in which the delivery of care might be different for a child compared to an adult and describe how infants and children need different care at different ages.
- outline the role of different professionals involved in the delivery of care to children and describe how a team works together to tailor treatment to the individual.
- describe the routine immunisation schedule for children.
- recognise signs of possible child abuse and outline procedures to be followed in the eventuality of coming across such abuse.
- recognize when a parent or guardian must give consent on behalf of a child, and when the child is legally able to consent on his/her own.
- Prescribe medications to treat children and make appropriate therapeutic management decisions.

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…
…….

Knowledge and Understanding

- Explain the scientific principles underlying common and important disease processes including inflammation, infection, neoplasia and trauma
- Describe basic pharmacological principles together with the pharmacology of commonly used medications, including their modes of action, pharmacokinetics, medication interaction and side effects
- Describe the role of genetics in predicting the risk of disease and in personalised medicine
- Explain how psychological and sociological factors might impact on the risk of disease and the outcome of treatment
- Describe the principles of primary, secondary and tertiary disease prevention, together with the role of immunisation and screening

- Discuss the role of nutrition in health and illness

Skills

- Communicate compassionately and effectively with patients and when relevant, with significant others including taking a relevant focused history
- Communicate effectively with colleagues in all professional settings, including group situations
- Communicate effectively by written and by electronic means as well as orally
- Keep accurate clinical records and demonstrate skills in the recording, organisation and management of information including the use of appropriate information technology
- Assess, investigate and manage patients in a safe, competent and caring manner applying sound clinical reasoning at all stages of the process
- Prescribe drugs safely under supervision including dosage calculation, prescription writing and administration
- Recognise and manage life-threatening conditions and provide the immediate core of medical emergencies including First Aid and resuscitation

Competences

- Discuss the nature of medical professionalism and its importance in patient care recognising that the care and safety of patients is central to their everyday practice
- Work with members of the multidisciplinary team and understand their own personal roles and responsibilities within the team as well as those of other healthcare professionals
- Discuss the basic principles that underpin good ethical practice including the need to respect patients regardless of their lifestyle, culture, beliefs, religion, race, colour, gender, sexuality, disability, age, and social or economic status
- Be aware of and be able to discuss the major ethical issues in healthcare as may be encountered in everyday clinical practice including concern for confidentiality and respect for individual autonomy
- Explain the importance of maintaining patient confidentiality and of respecting the autonomy, dignity and privacy of patients
- Explain one's professional and legal responsibilities when accessing information in relation to patient care, research and education
- Demonstrate an understanding of the importance of always acting with honesty and integrity, including the duty of open disclosure when things go wrong
- Demonstrate an understanding of when patient consent is required and how it is best obtained. This includes an understanding of when and how consent needs to be obtained from a third party
- Recognise the potential impact on patient care of one's personal beliefs and biases and describe the strategies that mitigate this
- Describe the principles of safeguarding of children and vulnerable adults

(3) **SYLLABUS**

Knowledge

- Normal values of investigations in children and how they differ with age
- Immunisation schedule for children
- Metabolic, endocrine and growth in children and adolescents
- Handicapping conditions of childhood and the services available for their amelioration

- Neonatology
- The scope of paediatric surgery
- Common conditions affecting children and adolescents
- Cot deaths
- Respiratory conditions in children and adolescents
- Heart and cardiovascular disease in children and adolescents
- Neurology and development in children of all ages
- Urinary tract and nephrology conditions in children and adolescents
- Gastro-Intestinal disease in children and adolescents
- Immunological, allergic and skin conditions affecting children and adolescents
- Common childhood infections
    - Child psychiatry and aspects of social medicine affecting children
    - Child abuse
    - Musculoskeletal and joint problems affecting children and adolescents
    - Haematology and Oncology conditions affecting children and adolescents
    - Adolescent health, including psychosocial development, mental health and gynaecological issues

Skills

- History-taking, examination, communication with children of all ages
- Measurement and recording of developmental milestones; growth charts

Competences

- Healthcare professionals involved in the care of children of all ages
- Consent and Gillick/Fraser competence

(4) TEACHING and LEARNING METHODS - EVALUATION

<table>
<tr><td>DELIVERY
Face-to-face, Distance learning, etc.</td><td>Face-to-face</td></tr>
<tr><td>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY
Use of ICT in teaching, laboratory education, communication with students</td><td>Use of ICT in teaching / Χρήση ΤΠΕ
Communication with students / Επικοινωνία με Φοιτητές</td></tr>
<tr><td>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</td><td>
<table>
<tr><th>Activity</th><th>Semester workload</th></tr>
<tr><td>Lectures/large group</td><td>15</td></tr>
<tr><td>Small group teaching</td><td>5</td></tr>
<tr><td>Clinical Practice</td><td>180</td></tr>
<tr><td>Self-directed learning</td><td>50</td></tr>
<tr><td></td><td></td></tr>
<tr><td></td><td></td></tr>
<tr><td></td><td></td></tr>
<tr><td></td><td></td></tr>
<tr><td></td><td></td></tr>
<tr><td>Per 5-week rotation</td><td>225</td></tr>
</table>
</td></tr>
<tr><td>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,</td><td>End of year exam and end of year OSCE. The written assessment will be Single Best Answer MCQs and Short Answer Questions. Workplace based assessments will take place during the attachment.</td></tr>
</table>

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.*	

(5) ATTACHED BIBLIOGRAPHY

Required textbooks/reading

Authors	Title	Edition	Publisher	Year	ISBN
Grech, Ever D.	ABC of interventional cardiology	1st	Wiley-Blackwell	2011	9781405170673 e-book
Caroline R Thomas, Gunchu Randhawa, Stephen H. Hughes,	The Respiratory System: Systems of the Body Series	3rd	Elsevier	2022	9780702082849
Robert M. Zollinger, E. Christopher Ellison, Timothy M. Pawlik, Patrick Vaccaro	Zollinger's atlas of surgical operations	11th	McGraw-Hill	2022	9781260440850

Recommended textbooks/reading

Authors	Title	Edition	Publisher	Year	ISBN
Herring N Paterson DJ.	Levick's introduction to cardiovascular physiology	6th	CPC Press	2018	9780815363613
Stephen J. Bourke, Graham P. Burns, James G. Macfarlane	Respiratory medicine (lecture notes)	10th	Willey-Blackwell	2022	9781119774204
Dixon JM	ABC of Breast Diseases	4th	Wiley	2012	9781444337969 e-book
Joint Formulary Committee	https://bestpractice.bmj.com/drugs	Last one	BMJ Group and Pharmaceutical Press	Current year	
National Institute for Health and Clinical Excellence	https://www.nice.org.uk/guidance	Last one		Current year	

For more information on accessing the British National Formulary (BNF) please see the library guide Health Research Basics
Additional information can also be found in the library guides: Clinical Placement Support Resources & Health Library Student Well-being Resources

COURSE OUTLINE

(1) GENERAL

MD-501 Clinical Specialties: Psychiatry

SCHOOL	Medical		
ACADEMIC UNIT	Basic and Clinical Sciences		
LEVEL OF STUDIES	1st Cycle		
COURSE CODE	MD-501	**SEMESTER**	Year 5 / Semester 9/10 (rotation)
COURSE TITLE	Clinical Specialties: Psychiatry		
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**
		40	60*
*Clinical Specialties is delivered through the year with rotations in Gastroenterology (Medical and Surgical), Endocrinology; Nephrology, Urology; Cardiology, Respiratory; Rheumatology, Orthopaedics, Dermatology; Paediatrics; Obstetrics and Gynaecology; Psychiatry; and, Neurology, ENT, Ophthalmology. Its grade and ECTS are awarded at the end of the year.			
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).			
COURSE TYPE *general background, special background, specialised general knowledge, skills development*	Core		
PREREQUISITE COURSES:	None		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	English		
IS THE COURSE OFFERED TO ERASMUS STUDENTS			
COURSE WEBSITE (URL)			

(2) LEARNING OUTCOMES

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*

After completion of the course the students should be able to:

- Take a psychiatric history from a patient, or relative of a patient, who is mentally ill in a sensitive and caring manner.
- Carry out a mental state examination (and any necessary physical examination) as part of investigation of the presenting complaint.

- Broadly outline a classification of mental illness differentiating between functional and organic illness and psychotic and neurotic states.
- Discuss a differential diagnosis for the presenting complaint.
- Identify appropriate investigations, if any, including blood and urine (e.g. for drugs) to assist in the diagnosis of the presenting complaint and to interpret the results from such tests.
- Produce a comprehensive summary of the patient, to include symptoms and problems, aetiological factors, differential diagnosis, treatment plan and prognosis to present to the responsible clinician.
- Describe the psychological, social (talking) and physical (pharmacological and other) therapies that may be used in the treatment of mental illness, and discuss possible adverse effects or complications of treatments.
- Discuss the medico-legal and ethical dilemmas associated with working with the mentally ill, including the ethics of involuntary detention and treatment in psychiatry.
- Describe how to carry out a risk assessment on a patient.
- Prescribe medications to treat psychiatric patients and make appropriate therapeutic/management decisions.

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…
…….

Knowledge and Understanding

- Explain the scientific principles underlying common and important disease processes including inflammation, infection, neoplasia and trauma
- Describe basic pharmacological principles together with the pharmacology of commonly used medications, including their modes of action, pharmacokinetics, medication interaction and side effects
- Explain the determinants of normal human behaviour at an individual and societal level
- Explain how psychological and sociological factors might impact on the risk of disease and the outcome of treatment
- Describe how individuals adapt to major life changes, including the onset of illness
- Explain the concept of 'wellness' and describe the importance of promoting lifestyle factors in achieving the best possible health

Skills

- Communicate compassionately and effectively with patients and when relevant, with significant others including taking a relevant focused history
- Communicate effectively with colleagues in all professional settings, including group situations
- Communicate effectively by written and by electronic means as well as orally

- Keep accurate clinical records and demonstrate skills in the recording, organisation and management of information including the use of appropriate information technology
- Assess, investigate and manage patients in a safe, competent and caring manner applying sound clinical reasoning at all stages of the process
- Prescribe drugs safely under supervision including dosage calculation, prescription writing and administration

Competences

- Discuss the nature of medical professionalism and its importance in patient care recognising that the care and safety of patients is central to their everyday practice
- Work with members of the multidisciplinary team and understand their own personal roles and responsibilities within the team as well as those of other healthcare professionals
- Discuss the basic principles that underpin good ethical practice including the need to respect patients regardless of their lifestyle, culture, beliefs, religion, race, colour, gender, sexuality, disability, age, and social or economic status
- Be aware of and be able to discuss the major ethical issues in healthcare as may be encountered in everyday clinical practice including concern for confidentiality and respect for individual autonomy
- Explain the importance of maintaining patient confidentiality and of respecting the autonomy, dignity and privacy of patients
- Explain one's professional and legal responsibilities when accessing information in relation to patient care, research and education
- Demonstrate an understanding of the importance of always acting with honesty and integrity, including the duty of open disclosure when things go wrong
- Demonstrate an understanding of when patient consent is required and how it is best obtained. This includes an understanding of when and how consent needs to be obtained from a third party
- Recognise the potential impact on patient care of one's personal beliefs and biases and describe the strategies that mitigate this
- Describe the principles of safeguarding of children and vulnerable adults

(3) **SYLLABUS**

- Addictive behaviour, alcohol, smoking and drugs
- Mood disorders e.g. depression
- Anxiety disorders, including phobias
- Self-harm and suicide
- Delirium (acute confusional state)
- Eating disorders and obesity
- Medically unexplained symptoms (somatoform, hypochondriacal and dissociative disorders)
- Psychological aspects of chronic pain and disability
- Schizophrenia and Psychosis, including delusions and hallucinations
- Behavioural Disorders, including sexual dysfunction
- Cognitive Problems (Organic Psychiatric Disorder) including dementia and
- Alzheimer's
- Learning disability
- Personality Disorder
- Forensic Psychiatry

- Psychiatry of aging and disability
- Child and adolescent psychiatry
- Psychological treatments
- ECT
- Mental Health Act
- Capacity and consent to treatment

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY *Face-to-face, Distance learning, etc.*	Face-to-face
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY *Use of ICT in teaching, laboratory education, communication with students*	*Use of ICT in teaching / Χρήση ΤΠΕ* *Communication with students / Επικοινωνία με Φοιτητές*
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	***Semester workload***
Lectures/large group	15
Small group teaching	5
Clinical Practice	180
Self-directed learning	25
Per 5-week rotation	***225***

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.*	End of year exam and end of year OSCE. The written assessment will be Single Best Answer MCQs and Short Answer Questions. Workplace based assessments will take place during the attachment.

(5) ATTACHED BIBLIOGRAPHY

Required textbooks/reading

Authors	Title	Edition	Publisher	Year	ISBN
Grech, Ever D.	ABC of interventional cardiology	1st	Wiley-Blackwell	2011	9781405170673 e-book
Caroline R Thomas, Gunchu Randhawa, Stephen H. Hughes,	The Respiratory System: Systems of the Body Series	3rd	Elsevier	2022	9780702082849

Robert M. Zollinger, E. Christopher Ellison, Timothy M. Pawlik, Patrick Vaccaro	Zollinger's atlas of surgical operations	11th	McGraw-Hill	2022	9781260440850

Recommended textbooks/reading

Authors	Title	Edition	Publisher	Year	ISBN
Herring N Paterson DJ.	Levick's introduction to cardiovascular physiology	6th	CPC Press	2018	9780815363613
Stephen J. Bourke, Graham P. Burns, James G. Macfarlane	Respiratory medicine (lecture notes)	10th	Willey-Blackwell	2022	9781119774204
Dixon JM	ABC of Breast Diseases	4th	Wiley	2012	9781444337969 e-book
Joint Formulary Committee	https://bestpractice.bmj.com/drugs	Last one	BMJ Group and Pharmaceutical Press	Current year	
National Institute for Health and Clinical Excellence	https://www.nice.org.uk/guidance	Last one		Current year	

For more information on accessing the British National Formulary (BNF) please see the library guide Health Research Basics

Additional information can also be found in the library guides: Clinical Placement Support Resources & Health Library Student Well-being Resources

COURSE OUTLINE

(1) GENERAL

MD-501 Clinical Specialties: Rheumatology, Orthopaedics, Dermatology

SCHOOL	Medical		
ACADEMIC UNIT	Basic and Clinical Sciences		
LEVEL OF STUDIES	1st Cycle		
COURSE CODE	MD-501	**SEMESTER**	Year 5 / Semester 9/10 (rotation)
COURSE TITLE	Clinical Specialties: Rheumatology, Orthopaedics, Dermatology		
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**
		40	60*
*Clinical Specialties is delivered through the year with rotations in Gastroenterology (Medical and Surgical), Endocrinology; Nephrology, Urology; Cardiology, Respiratory; Rheumatology, Orthopaedics, Dermatology; Paediatrics; Obstetrics and Gynaecology; Psychiatry; and, Neurology, ENT, Ophthalmology. Its grade and ECTS are awarded at the end of the year.			
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).			
COURSE TYPE *general background, special background, specialised general knowledge, skills development*	Core		
PREREQUISITE COURSES:	None		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	English		
IS THE COURSE OFFERED TO ERASMUS STUDENTS			
COURSE WEBSITE (URL)			

(2) LEARNING OUTCOMES

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*

By the end of the course the students should be able to:

- take a focused history from a patient, or relative of a patient, presenting with a musculoskeletal, orthopaedic or skin disorder, in a sensitive and caring manner.
- carry out a sensitive physical examination as part of investigation of the

presenting complaint.

- discuss a differential diagnosis for the presenting complaint.
- apply their knowledge of basic and clinical science to identify and explain appropriate investigations, including blood and urine tests, nerve conduction
- tests, imaging, joint aspiration and biopsy to assist in the diagnosis of the presenting complaint and to interpret the results from such tests.
- prepare and explain a treatment management plan for the patient to present to the responsible clinician to include medical, pharmacological, surgical options as appropriate.
- observe, and where appropriate, carry out or assist with, medical and surgical procedures relating to patients with rheumatological, orthopaedic and dermatological conditions, planned and opportunistic.
- Prescribe medications to treat patients with disorders of the joints, muscles, ligaments and skin make appropriate therapeutic/management decisions.

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…
…….

Knowledge and Understanding

- Explain the scientific principles underlying common and important disease processes including inflammation, infection, neoplasia and trauma
- Describe basic pharmacological principles together with the pharmacology of commonly used medications, including their modes of action, pharmacokinetics, medication interaction and side effects
- Describe the role of genetics in predicting the risk of disease and in personalised medicine

Skills

- Communicate compassionately and effectively with patients and when relevant, with significant others including taking a relevant focused history
- Communicate effectively with colleagues in all professional settings, including group situations
- Communicate effectively by written and by electronic means as well as orally
- Keep accurate clinical records and demonstrate skills in the recording, organisation and management of information including the use of appropriate information technology
- Assess, investigate and manage patients in a safe, competent and caring manner applying sound clinical reasoning at all stages of the process
- Prescribe drugs safely under supervision including dosage calculation, prescription writing and administration

Competences

- Discuss the nature of medical professionalism and its importance in patient care recognising that the care and safety of patients is central to their everyday practice
- Work with members of the multidisciplinary team and understand their own personal roles and responsibilities within the team as well as those of other healthcare professionals
- Discuss the basic principles that underpin good ethical practice including the need to respect patients regardless of their lifestyle, culture, beliefs, religion, race, colour, gender, sexuality, disability, age, and social or economic status
- Be aware of and be able to discuss the major ethical issues in healthcare as may be encountered in everyday clinical practice including concern for confidentiality and respect for individual autonomy
- Explain the importance of maintaining patient confidentiality and of respecting the autonomy, dignity and privacy of patients
- Explain one's professional and legal responsibilities when accessing information in relation to patient care, research and education
- Demonstrate an understanding of the importance of always acting with honesty and integrity, including the duty of open disclosure when things go wrong
- Demonstrate an understanding of when patient consent is required and how it is best obtained. This includes an understanding of when and how consent needs to be obtained from a third party
- Recognise the potential impact on patient care of one's personal beliefs and biases and describe the strategies that mitigate this

(3) SYLLABUS

Common presentations affecting the musculoskeletal system and skin including:

- Rheumatoid and osteoarthritis
- Connective tissue disorders
- Disorders of bones and joints
- Fractures, dislocations and ligament injuries
- Disorders of the foot and spine
- Skin disorders and infections
- Sarcomas and skin cancer
- Burn management and wound healing
- Sports Medicine injuries

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY *Face-to-face, Distance learning, etc.*	Face-to-face
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY *Use of ICT in teaching, laboratory education, communication with students*	*Use of ICT in teaching / Χρήση ΤΠΕ* *Communication with students / Επικοινωνία με Φοιτητές*
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.*	

Activity	***Semester workload***
Lectures/large group	15
Small group teaching	5
Clinical Practice	180
Self-directed learning	25

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		
	Per 5-week rotation	***225***
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.*	End of year exam and end of year OSCE. The written assessment will be Single Best Answer MCQs and Short Answer Questions. Workplace based assessments will take place during the attachment.	

(5) ATTACHED BIBLIOGRAPHY

Required textbooks/reading

Authors	Title	Edition	Publisher	Year	ISBN
Adebajo, Ade Dunkley L	ABC of rheumatology	5th	Wiley-Blackwell	2018	9781118793213 E-book
McGregor, AD McGregor IA	Fundamental techniques of plastic surgery and their surgical applications	10th	Elsevier	2000	9780443063725
Christopher E. M. Griffiths, Jonathan Barker, Tanya O. Bleiker, Walayat Hussain, Rosalind C. Simpson	Rook's Textbook of Dermatology	10th	Wiley-Blackwell	2024	9781119709213
Dandy, DJ Edwards DJ.	Essential orthopaedics and trauma	5th	Churchill Livingstone	2009	9780443067174
Joint Formulary Committee	https://bestpractice.bmj.com/drugs	Latest	BMJ Group and Pharmaceutical Press	Current year	
National Institute for Health and Clinical Excellence	https://www.nice.org.uk/guidance	Latest	National Institute for Health and Clinical Excellence	Current year	

Recommended textbooks/reading

Authors	Title	Edition	Publisher	Year	ISBN
Stone J	Current diagnosis & treatment in rheumatology	4th	McGraw Hill	2021	9781259644641

Ramachandran M	Basic orthopaedic Sciences	2nd	CRC Press	2017	9781444120981

For more information on accessing the British National Formulary (BNF) please see the library guide Health Research Basics
Additional information can also be found in the library guides: Clinical Placement Support Resources & Health Library Student Well-being Resources

COURSE OUTLINE

(1) GENERAL

MD-501 Clinical Specialties: Cardiology and Respiratory

SCHOOL	Medical		
ACADEMIC UNIT	Basic and Clinical Sciences		
LEVEL OF STUDIES	1st Cycle		
COURSE CODE	MD-501	**SEMESTER**	Year 5 / Semester 9/10 (rotation)
COURSE TITLE	Clinical Specialties: Cardiology and Respiratory		
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**
		40	60*
*Clinical Specialties is delivered through the year with rotations in Gastroenterology (Medical and Surgical), Endocrinology; Nephrology, Urology; Cardiology, Respiratory; Rheumatology, Orthopaedics, Dermatology; Paediatrics; Obstetrics and Gynaecology; Psychiatry; and, Neurology, ENT, Ophthalmology. Its grade and ECTS are awarded at the end of the year.			
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).			
COURSE TYPE *general background, special background, specialised general knowledge, skills development*	Core		
PREREQUISITE COURSES:	None		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	English		
IS THE COURSE OFFERED TO ERASMUS STUDENTS			
COURSE WEBSITE (URL)			

(2) LEARNING OUTCOMES

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*

By the end of the course, the students should be able to:

- take a focused history from a patient, or relative of a patient, presenting with a cardiovascular, respiratory or breast condition, in a sensitive and caring manner.

- carry out a sensitive physical examination as part of investigation of the presenting complaint.
- discuss a differential diagnosis for the presenting complaint.
- apply their knowledge of basic and clinical science to identify and explain appropriate investigations, including sputum, blood and urine tests, peak flow, imaging, fine needle aspiration, and biopsy, to assist in the diagnosis of the presenting complaint and to interpret the results from such tests.
- prepare and explain a treatment management plan for the patient to present to the responsible clinician to include medical, pharmacological, surgical options as appropriate.
- observe, and where appropriate carry out or assist with, medical and surgical procedures relating to patients with cardiovascular and respiratory conditions, planned and opportunistic.
- Prescribe medications to treat patients with cardiovascular and respiratory diseases and make appropriate therapeutic/management decisions.

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…
…….

Knowledge and Understanding

- Explain the scientific principles underlying common and important disease processes including inflammation, infection, neoplasia and trauma
- Describe basic pharmacological principles together with the pharmacology of commonly used medications, including their modes of action, pharmacokinetics, medication interaction and side effects

Skills

- Communicate compassionately and effectively with patients and when relevant, with significant others including taking a relevant focused history
- Communicate effectively with colleagues in all professional settings, including group situations
- Communicate effectively by written and by electronic means as well as orally
- Keep accurate clinical records and demonstrate skills in the recording, organisation and management of information including the use of appropriate information technology
- Assess, investigate and manage patients in a safe, competent and caring manner applying sound clinical reasoning at all stages of the process
- Prescribe drugs safely under supervision including dosage calculation, prescription writing and administration
- Recognise and manage life-threatening conditions and provide the immediate core of medical emergencies including First Aid and resuscitation

Competences

- Discuss the nature of medical professionalism and its importance in patient care recognising that the care and safety of patients is central to their everyday practice
- Work with members of the multidisciplinary team and understand their own personal roles and responsibilities within the team as well as those of other healthcare professionals
- Discuss the basic principles that underpin good ethical practice including the need to respect patients regardless of their lifestyle, culture, beliefs, religion, race, colour, gender, sexuality, disability, age, and social or economic status
- Be aware of and be able to discuss the major ethical issues in healthcare as may be encountered in everyday clinical practice including concern for confidentiality and respect for individual autonomy
- Explain the importance of maintaining patient confidentiality and of respecting the autonomy, dignity and privacy of patients
- Explain one's professional and legal responsibilities when accessing information in relation to patient care, research and education
- Demonstrate an understanding of the importance of always acting with honesty and integrity, including the duty of open disclosure when things go wrong
- Demonstrate an understanding of when patient consent is required and how it is best obtained. This includes an understanding of when and how consent needs to be obtained from a third party
  Recognise the potential impact on patient care of one's personal beliefs and biases and describe the strategies that mitigate this

(3) **SYLLABUS**

Common presentations affecting the cardiovascular, respiratory and breast systems including:

- Hypertension
- Arrhythmias
- Valvular heart disease
- Myocardial ischemia and infarction
- Shock
- Chest infections
- Asthma and other lung disorders
- Respiratory failure
- Lung and breast cancer
- Benign breast disorders

(4) **TEACHING and LEARNING METHODS - EVALUATION**

DELIVERY *Face-to-face, Distance learning, etc.*	Face-to-face
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY *Use of ICT in teaching, laboratory education, communication with students*	*Use of ICT in teaching / Χρήση ΤΠΕ* *Communication with students / Επικοινωνία με Φοιτητές*
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*	

Activity	***Semester workload***
Lectures/large group	15
Small group teaching	5
Clinical Practice	180
Self-directed learning	25

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*		
	Per 5-week rotation	***225***
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.*	End of year exam and end of year OSCE. The written assessment will be Single Best Answer MCQs and Short Answer Questions. Workplace based assessments will take place during the attachment.	

(5) ATTACHED BIBLIOGRAPHY

Required textbooks/reading

Authors	Title	Edition	Publisher	Year	ISBN
Grech, Ever D.	ABC of interventional cardiology	1st	Wiley-Blackwell	2011	9781405170673 e-book
Caroline R Thomas, Gunchu Randhawa, Stephen H. Hughes,	The Respiratory System: Systems of the Body Series	3rd	Elsevier	2022	9780702082849
Robert M. Zollinger, E. Christopher Ellison, Timothy M. Pawlik, Patrick Vaccaro	Zollinger's atlas of surgical operations	11th	McGraw-Hill	2022	9781260440850

Recommended textbooks/reading

Authors	Title	Edition	Publisher	Year	ISBN
Herring N Paterson DJ.	Levick's introduction to cardiovascular physiology	6th	CPC Press	2018	9780815363613
Stephen J. Bourke, Graham P. Burns, James G. Macfarlane	Respiratory medicine (lecture notes)	10th	Willey-Blackwell	2022	9781119774204
Dixon JM	ABC of Breast Diseases	4th	Wiley	2012	9781444337969

					e-book
Joint Formulary Committee	https://bestpractice.bmj.com/drugs	Last one	BMJ Group and Pharmaceutical Press	Current year	
National Institute for Health and Clinical Excellence	https://www.nice.org.uk/guidance	Last one		Current year	

For more information on accessing the British National Formulary (BNF) please see the library guide Health Research Basics
Additional information can also be found in the library guides: Clinical Placement Support Resources & Health Library Student Well-being Resources

COURSE OUTLINE

(1) GENERAL

MD-501 Clinical Specialties: Gastroenterology, Endocrinology

SCHOOL	Medical		
ACADEMIC UNIT	Basic and Clinical Sciences		
LEVEL OF STUDIES	1st Cycle		
COURSE CODE	MD-501	**SEMESTER**	Year 5 / Semester 9/10 (rotation)
COURSE TITLE	Clinical Specialties: Gastroenterology, Endocrinology		

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**
	40	60*
*Clinical Specialties is delivered through the year with rotations in Gastroenterology (Medical and Surgical), Endocrinology; Nephrology, Urology; Cardiology, Respiratory; Rheumatology, Orthopaedics, Dermatology; Paediatrics; Obstetrics and Gynaecology; Psychiatry; and, Neurology, ENT, Ophthalmology. Its grade and ECTS are awarded at the end of the year.		
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).		

COURSE TYPE *general background, special background, specialised general knowledge, skills development*	Core
PREREQUISITE COURSES:	None
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	English
IS THE COURSE OFFERED TO ERASMUS STUDENTS	
COURSE WEBSITE (URL)	

(2) LEARNING OUTCOMES

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*

At the end of the course, the student will be able to:

- Take a focused history from a patient, or relative of a patient, presenting with a gastrointestinal (including liver and pancreatic) or endocrine disorder, in a sensitive and caring manner
- Carry out a sensitive physical examination as part of investigation of the

presenting complaint
- Discuss a differential diagnosis for the presenting complaint
- Apply their knowledge of basic and clinical science to identify and explain appropriate investigations, including sputum, blood, urine and faecal tests, imaging, fine needle aspiration, and biopsy to assist in the diagnosis of the presenting complaint and to interpret the results from such tests
- Prepare and explain a treatment management plan for the patient to present to the responsible clinician to include medical, pharmacological, surgical options as appropriate
- Observe, and where appropriate carry out or assist with, medical and surgical procedures relating to patients with gastrointestinal and endocrine conditions, planned and opportunistic
- Prescribe medications to treat patients with gastrointestinal and endocrine disorders and make appropriate therapeutic/management decisions.

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
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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
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Others…
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Knowledge and Understanding

- Explain the scientific principles underlying common and important disease processes including inflammation, infection, neoplasia and trauma
- Describe basic pharmacological principles together with the pharmacology of commonly used medications, including their modes of action, pharmacokinetics, medication interaction and side effects
- Discuss the role of nutrition in health and illness

Skills

- Communicate compassionately and effectively with patients and when relevant, with significant others including taking a relevant focused history
- Communicate effectively with colleagues in all professional settings, including group situations
- Communicate effectively by written and by electronic means as well as orally
- Keep accurate clinical records and demonstrate skills in the recording, organisation and management of information including the use of appropriate information technology
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recognising that the care and safety of patients is central to their everyday practice
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- Recognise the potential impact on patient care of one's personal beliefs and biases and describe the strategies that mitigate this

(3) **SYLLABUS**

Common presentations affecting the gastrointestinal and endocrine systems including:
- acute and chronic abdominal pain
- gastrointestinal bleeding
- inflammatory bowel disorders
- diseases of the liver and biliary tract
- oesophageal, gastric, colonic and rectal cancer

(4) **TEACHING and LEARNING METHODS - EVALUATION**

DELIVERY *Face-to-face, Distance learning, etc.*	Face-to-face
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Recommended textbooks/reading

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Dixon JM	ABC of Breast Diseases	4th	Wiley	2012	9781444337969 e-book
Joint Formulary Committee	https://bestpractice.bmj.com/drugs	Last one	BMJ Group and Pharmaceutical Press	Current year	
National Institute for Health and Clinical	https://www.nice.org.uk/guidance	Last one		Current year	

Excellenc e					

For more information on accessing the British National Formulary (BNF) please see the library guide Health Research Basics
Additional information can also be found in the library guides: Clinical Placement Support Resources & Health Library Student Well-being Resources