COURSE OUTLINE

(1) GENERAL

MD-602 Clinical Elective

SCHOOL	Medical		
ACADEMIC UNIT	Basic and Clinical Sciences		
LEVEL OF STUDIES	1st Cycle		
COURSE CODE	MD-602	**SEMESTER**	Year 6 / Semester 11/12 (rotation)
COURSE TITLE	Clinical Elective		

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	12
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*	Specialisation
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 clinical elective, the students should be able to: • Understand the role of the multi-professional health care teams in different clinical settings.   • Reflect on their experiences when working with multi-professional healthcare teams on different clinical settings.   • Develop plans for future professional development.

Knowledge and Understanding

- Explain normal human structure and function at the molecular, cellular, tissue, organ, and whole-body level from conception to old age
- 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, organization 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
- Practice medicine holistically taking into account ethical, legal, psychological, and social considerations

(3) SYLLABUS

- Clinical attachment
- Working with multi-professional healthcare teams
- Reflection on experience of working with multiprofessional healthcare teams
- Preparation of reflective written report

(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	Activity	Semester workload
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.	Clinical Practice	240
	Self-directed learning	60
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		
	Total	**300**

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.*	The students should submit a structured written report between 1500 to 2000 words in length. The written report should include the learning outcomes generated by the student and the student's ability to reflect upon their experiences.

(5) **ATTACHED BIBLIOGRAPHY**

Required textbooks/reading

Authors	Title	Edition	Publisher	Year	ISBN
Mosser, Gordon	Understanding Teamwork in Health Care		McGraw-Hill Medical	2013	9780071791953
Taylor, Beverly	Reflective Practice for Health Care Professionals: A Practical Guide		Open University Press	2010	9780335238354

Recommended textbooks/reading

Authors	Title	Edition	Publisher	Year	ISBN
Weiss, Donna	The Interprofessional Health Care Team: Leadership and Development		Jones and Bartlett	2013	9781449673369