**COURSE OUTLINE**

1. **GENERAL**

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| **SCHOOL** | School of Health Sciences |
| **ACADEMIC UNIT** | Faculty of Medicine |
| **LEVEL OF STUDIES** | Undergraduate |
| **COURSE CODE** | **ΙΑΥ705** | **SEMESTER** | **9th, 10th**  |
| **COURSE TITLE** | **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 | 5 |
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| *Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (4).* |  |  |
| **COURSE TYPE***general background, special background, specialised general knowledge, skills development* | *general background, special background, specialised general knowledge, skills development* |
| **PREREQUISITE COURSES:** | No  |
| **LANGUAGE OF INSTRUCTION and EXAMINATIONS:** | Greek  |
| **IS THE COURSE OFFERED TO ERASMUS STUDENTS** | Yes  |
| **COURSE WEBSITE (URL)** | https://ecourse.uoi.gr/enrol/index.php?id=2388 |

1. **LEARNING OUTCOMES**

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| **Learning outcomes** |
| *The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.**Consult Appendix A* * *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area*
* *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B*
* *Guidelines for writing Learning Outcomes*
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| After completing their training in Urology and studying the recommended scientific textbooks, students acquire the theoretical knowledge primarily related to the epidemiology, diagnosis, imaging evaluations, and therapeutic approaches of every urological pathophysiology. Ethical issues associated with treatments are also analyzed and ingrained in the students' conscience. Additionally, upon completing their education and studies in Urology, students gain the ability to convey their knowledge to colleagues and the broader community. Their training experience in the Urology Clinic equips them with skills (such as accessing databases) that enable them to independently acquire new knowledge. Moreover, their clinical training in the Urology Clinic provides hands-on experience with various urological procedures, including, among others, the use of catheters.The purpose of the students’ clinical training in Urology is to prepare them for addressing various diagnostic, prognostic, therapeutic, and social issues related to urological conditions once they enter the community. Students' presence in the Urology Clinic ward and their engagement with patients is mandatory.The educationa program in the Surgical Section for clinical training in Urology aims to comprehensively cover General Urology and all its subspecialties with a high standard of knowledge, combining in-depth understanding with the scientific expertise of the teaching staff. |
| **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…**…….* |
| Upon completing their training and study of the Urology course, the student will be prepared to follow the path that begins with the onset of symptoms and, through the intermediate stages of evaluation and analysis of diagnostic data and laboratory findings, will ultimately reach the destination of selecting the appropriate and correct therapeutic decision.* Analysis and synthesis of information, utilizing the necessary technologies
* Learning in a scientific environment
* Independent work as a scientific entity
* Teamwork
* Encouragement of free thinking
* Decision-making in diagnostics and therapeutics
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1. **SYLLABUS**

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| 1. Anatomy of the genitourinary system.
2. Physiology and histology of the genitourinary system.
3. Kidney vascularization.
4. Pathophysiology of the urinary system.
5. Symptomatology of urological diseases.
6. Clinical examination of the urological patient.
7. General laboratory evaluation of urological diseases.
8. Functional tests of the kidneys.
9. Radiological evaluation of the urinary system.
10. Radionuclide studies.
11. Ultrasonography.
12. Computed tomography.
13. Experimental models of urological diseases in laboratory animals.
14. Congenital abnormalities of the genitourinary system.
15. Inflammations of the urinary system.
16. Inflammations of the reproductive system.
17. Sexually transmitted diseases.
18. Tuberculosis of the genitourinary system.
19. Kidney biopsy.
20. The kidney and various conditions.
21. Renal failure.
22. Renal hypertension.
23. Cystic diseases of the kidney.
24. Kidney transplantation.
25. Urinary drainage, endoscopic procedures, and endourological surgeries.
26. Urolithiasis (urinary system stones).
27. Extracorporeal lithotripsy.
28. Percutaneous lithotripsy.
29. Laser lithotripsy.
30. Use of lasers in Urology.
31. Advanced minimally invasive surgical techniques in Urology.
32. Parasitic diseases of the urinary system.
33. Tumors of the prostate gland.
34. Tumors of the renal parenchyma.
35. Neoplasms of the ureter.
36. Tumors of the reproductive system.
37. Diseases and tumors of the retroperitoneal space.
38. Retroperitoneal fibrosis.
39. Injuries of the urinary system.
40. Lower urinary tract dysfunction of neurological origin (neurogenic bladder).
41. Urinary incontinence (diagnosis, conservative, and surgical treatment).
42. Urodynamic evaluation of the lower urinary tract.
43. Investigation, diagnosis, and treatment of sexual dysfunction in couples.
44. Diseases of the testes and their fascia.
45. Pathophysiology of sperm.
46. Diseases of the penis.
47. Erectile dysfunction.
48. Investigation of male infertility.
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1. **TEACHING and LEARNING METHODS - EVALUATION**

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| **DELIVERY***Face-to-face, Distance learning, etc.* |  Face-to-face knowledge transfer from the instructor to students takes place beside patients' beds, within outpatient clinic areas, in the operating room, and in the inpatient ward settings. |
| **USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY** *Use of ICT in teaching, laboratory education, communication with students* | During the teaching sessions in the seminar room of the Urology Clinic, videos and images showcasing surgical and therapeutic methods for urological diseases are presented. Additionally, students are guided through online visits to the official websites of leading international urology clinics that excel in the production and dissemination of knowledge on urological pathophysiology. |
| **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* |

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| ***Activity*** | ***Workload of each students group***  |
| Lectures | 10 |
| Study and analysis of literature | 5 |
| Clinical training | 100 |
| Interactive teaching | 10 |
| Surgical practice | 5 |
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| **Course Summary** | ***130*** |

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| **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.* | Oral Examination and Clinical Examination of a Patient |

1. **ATTACHED BIBLIOGRAPHY**

*Teaching - study material*

***-* Υλικό διδασκαλίας – μελέτης:**

*1)Ουρολογία*

*Συγγραφέας: Δεληβελιώτης Χαράλαμπος*

*Εκδότης: Ιατρικές Εκδόσεις Π. Χ. Πασχαλίδης*

*ISBN: 9789603999270*

*Αριθμός Σελίδων: 712*

*Γλώσσα Γραφής: ελληνικά*

*Έτος Έκδοσης: 2009*

*2)* *ΟΥΡΟΛΟΓΙΑ, Βασικές Γνώσεις, Τόμος Α’*

*Συγγραφέας/είς: Τουλουπίδης Στ.*

*ΕΤΟΣ ΕΚΔΟΣΗΣ: 2005*

*ISBN: 960-418-069-Χ*

*ΣΕΛΙΔΕΣ: 668*

*ΚΑΤΗΓΟΡΙΑ: ΙΑΤΡΙΚΗ.*

*3) Σύγχρονη Ουρολογία*

*Συγγραφέας: Μιχαήλ Δ. Μελέκος*

*ISBN 9603993824*

*ΣΕΛΙΔΕΣ: 720*

*Χρονολογία έκδοσης: 2005*

*4)* *Ουρολογία*

*Συγγραφείς: Κωνσταντίνος Χατζημουρατίδης, Ευάγγελος-Ισαάκ Ιωαννίδης*

*Κωδικός Βιβλίου στον Εύδοξο: 1871*

*Έκδοση: 1/2010*

*ISBN: 978-960-93-3464-8*

*Τύπος: Σύγγραμμα*

*Διαθέτης (Εκδότης): ΚΩΝΣΤΑΝΤΙΝΟΣ ΧΑΤΖΗΜΟΥΡΑΤΙΔΗΣ*