**COURSE OUTLINE**

1. **GENERAL**

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| **SCHOOL** | SCHOOL OF HEALTH SCIENCES |
| **ACADEMIC UNIT** | FACULTY OF MEDICINE |
| **LEVEL OF STUDIES** | Undergraduate |
| **COURSE CODE** | IAY807 | **SEMESTER** | **6th year** |
| **COURSE TITLE** | GENERAL MEDICINE |
| **INDEPENDENT TEACHING ACTIVITIES** *if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits* | **WEEKLY TEACHING HOURS** | **CREDITS** |
| Lectures | 4 | 4 |
| Placement in clinical setting | 20 |
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| *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* | Specialised general knowledge, skills development |
| **PREREQUISITE COURSES:** |  |
| **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=242 |

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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| The course provides students with the necessary knowledge and skills about the principles and procedures for the delivery of first-contact care to patients in the health system (primary health care, PHC). Through the discussion of clinical case scenarios, it describes issues related to person-centered care, continuity of care, coordination of services, and comprehensive health care. It emphasizes a person-centered approach for delivery of care. It introduces students to the principles of consultation and covers issues including breaking bad news and announcing death. In addition, it encourages students to use approaches such as searching for evidence and implementing guidelines on the management of patients with acute or chronic illness. It also covers primary prevention for adolescents and adults; and emphasizes preventive interventions for behaviour change to reduce major risk factors. It analyzes diagnosis in PHC, related evidence, and diagnostic errors. It introduces comprehensive assessment and care for the elderly in PHC as well as general palliative care. It suggests models of care for the management of patients with multiple medications in PHC focusing on assessing and improving compliance; and on implementing guidelines for the management of patients with multiple morbidity in PHC. The course includes both lectures based on clinical scenarios and students’ placement in a clinical setting. Specific learning outcomes are shown in electronic form that students fill in after the completion of the placement in a PHC setting (<https://forms.gle/WGkRXSWsZ6YA1a5V8>).After the completion of the course, students are expected to:* Familiarize with General Medicine and PHC principles including the continuity of care, the person-centered care, the coordination of care, and the integrated care.
* Use knowledge from diverse fields in order to suggest evidence-based diagnostic processes and therapeutic strategies for common problems in General Medicine and PHC.
* Use knowledge from preventive medicine to implement interventions for disease prevention, i.e., screening, vaccination, and behaviour change interventions (e.g., motivational interviewing).
* Understand the concept of integrated health care models and suggest a plan for the management of patients with multiple problems in PHC.
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| **General Competences**  |
| *Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?* |
| *Search for, analysis and synthesis of data and information, with the use of the necessary technology* *Adapting to new situations* *Decision-making* *Working independently* *Team work**Working in an international environment* *Working in an interdisciplinary environment* *Production of new research ideas*  | *Project planning and management* *Respect for difference and multiculturalism* *Respect for the natural environment* *Showing social, professional and ethical responsibility and sensitivity to gender issues* *Criticism and self-criticism* *Production of free, creative and inductive thinking**……**Others…**…….* |
| * Search for, analysis and synthesis of data and information, with the use of the necessary technology
* Decision-making
* Respect for difference and multiculturalism
* Criticism and self-criticism
* Production of free, creative and inductive thinking
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1. **SYLLABUS**

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| 1. Basic principles for general medicine
2. Motivational interviewing
3. Emergency clinical problems in PHC
4. Preventive intervention for adolescents and adults
5. Contraception in PHC
6. Prescribing in PHC
7. The role of PHC in transitional care
8. Patient with elevated blood pressure
9. Woman in menopause
10. Patient with a rash
11. Patient with bruises
12. Musculoskeletal problems in PHC (knee, low back, shoulder)
13. Patient with pain in the abdomen
14. Patient with dizziness
15. Fall in the elderly
16. Patient with sore throat
17. Patient with cough
18. Patient with chest pain
19. Patient with vaginal discharge
20. Patient with prostatism
21. Patient with gastrointestinal problems (dyspepsia, diarrhea)
22. Patient with a red eye
23. Patient with earache
24. Patient with anxiety
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1. **TEACHING and LEARNING METHODS - EVALUATION**

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| **DELIVERY***Face-to-face, Distance learning, etc.* | Face-to-face and online |
| **USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY** *Use of ICT in teaching, laboratory education, communication with students* | Online meetings (MS Teams)E-bookE-courseOpen courses |
| **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*** | ***Semester workload*** |
| Lectures | 52 |
| Placement in clinical setting | 40 |
| Non-directed study | 8 |
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| Course total  | ***4*** |

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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.* | I. Written exam including:- Multiple choice questions in Greek (short clinical scenarios)- A guide including the correct answers is available in General Medicine course secretaryII. Structured form completed by the student and his /her supervisor during the clinical placement at the primary health setting |

1. **ATTACHED BIBLIOGRAPHY**

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| *- Suggested bibliography:*1) Συνήθη Κλινικά Σενάρια στη Γενική Ιατρική και την Πρωτοβάθμια Φροντίδα Υγείας. Α. Τατσιώνη. Ιατρικές Εκδόσεις «ΝΕΟΝ». Αθήνα, 20202) Εισαγωγή στη Γενική Ιατρική. (ηλεκτρονικό βιβλίο) Τατσιώνη Α, Καραθάνος Β, Μίσσιου Α. Αθήνα: Σύνδεσμος Ελληνικών Ακαδημαϊκών Βιβλιοθηκών, 2015. Διαθέσιμο στο: http://hdl.handle.net/11419/3810 3) Oxford Handbook of General Practice Fourth Edition Chantal Simon, Hazel Everitt, Francoise van Dorp, Nazia Hussain, Emma Nash, and Danielle Peet. Oxford University Press., 2020*- Related academic journals:* |