**COURSE OUTLINE**

1. **GENERAL**

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| **SCHOOL** | School of Health Sciences | | | | |
| **ACADEMIC UNIT** | Faculty of Medicine | | | | |
| **LEVEL OF STUDIES** | Undergraduate (1st cycle degree programme) | | | | |
| **COURSE CODE** | ΙΑΕ107 | **SEMESTER** | | **1st** | |
| **COURSE TITLE** | German for Academic Purposes | | | | |
| **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** |
|  | | | 2 | | 2 |
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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 | | | | |
| **PREREQUISITE COURSES:** | It would be desirable for students to possess a B2+ level of German before attending the specific course. | | | | |
| **LANGUAGE OF INSTRUCTION and EXAMINATIONS:** | German and/or Greek (if needed) | | | | |
| **IS THE COURSE OFFERED TO ERASMUS STUDENTS** | Yes | | | | |
| **COURSE WEBSITE (URL)** |  | | | | |

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* | |
| Upon successful completion of the course, students are expected to have acquired:  A) **the required Knowledge** (in German) in order to be able to:   * comprehend the linguistic and discourse characteristics of the academic language related to Medical science (e.g. articles, scientific books, academic lectures, etc.), * develop orally a scientific medical topic with fluency, precision and clarity in a formal academic register, * compose a short and/or long written text with a critical approach and the appropriate scientific documentation, using valid sources and the appropriate medical academic terminology.   B) **the required Skills** (in German) in order to be able to:   * improve their intercultural skills so that they can communicate effectively in a multilingual and multicultural medical environment, * develop the appropriate learning strategies so that they can continue learning autonomously the medical, academic discourse, even after the completion of their studies.   C) **the required Competences** (in German) in order to be able to:   * seek and critically evaluate the appropriate written and electronic sources (e.g. articles and research studies), * compose technical texts relevant to their science. | |
| **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 * Adapting to new situations * Working independently * Team work * Working in an international environment * Working in an interdisciplinary environment * Production of new research ideas * Respect for difference and multiculturalism * Showing social, professional and ethical responsibility and sensitivity to gender issues * Criticism and self-criticism * Production of free, creative and inductive thinking * Research skills development | |

1. **SYLLABUS**

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| **TOPICS**  The academic organisation of the university environment –Structure and organization of health care systems in German-speaking countries - Terminology of anatomical terms - Medical specialties - Organs - Circulatory system - Patient admission - Medical history - Diagnosis - First Aid and Emergency Department – Medical Myths  **LANGUAGE FEATURES**  Familiarization with medical academic vocabulary. Conversations between doctors, patients and nurses. Taking a medical history  **THE STRUCTURE AND CONTENT OF THE MEDICAL RESEARCH PAPER** (Title, Abstract, Methodology, Graph Description, Results, Discussion, References). |

1. **TEACHING and LEARNING METHODS - EVALUATION**

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| **DELIVERY** *Face-to-face, Distance learning, etc.* | Face-to-face teaching (lectures, interactive teaching) |
| **USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY** *Use of ICT in teaching, laboratory education, communication with students* | Use of the University e-course Management platform, which supports asynchronous e-learning services.  Use of a wide variety of ICT tools both for teaching/learning purposes as well as for teacher-student communication, e.g. **Kahoot, padlet, google forms, power-point, youtube videos, infographics, google classroom tools, Skype, online dictionaries, AI tools etc.** |
| **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*** | ***Workload of each students group (two groups per semester)*** | | Lectures, individual and team activities in class | 13\*2= 26 | | Self-study, homework | 13\*1.5 = 19.5 | | Semester group project | 13\*1.5 = 19.5 | | Final written exam at the end of the semester | 2 | | Total ECTS | ***67*** | |  |  | |  |  | |  |  | |  |  | |  |  | |  |  | |
| **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.* | **Language of Evaluation**: German  **Methods of evaluation**:  - summative assessment  - a semester written project (optional) presented in class  - evaluation of oral and written participation in language activities in class.    The final written exam includes:  - multiple choice questions, short answer questions, short graph description.  All the above are taken into account into the final course grade. |

1. **ATTACHED BIBLIOGRAPHY**

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| *Teaching - study material:*   * + - 1. Menschen im Beruf- Medizin B2/C1, Hueber       2. Λεξικό Ιατρικών όρων, Ελληνογερμανικό και Γερμανοελληνικό Λεξικό, Χ. Καλαϊτζής, iwrite.gr       3. Trainingseinheiten Deutsch Medizin, B2/C1, telc       4. Deutsch im Krankenhaus. NEU. Berufsprache für Ärzte und Pflegekräfte, Lehr- und Arbeitsbuch, Firnhaber-Sensen; Rodi, Langenscheidt 2009       5. Deutsch für Ärztinnen und Ärzte. Schrimpf; Bahnemann: Springer Verlag 2012.       6. Gesundheit und Pflege. Basiskompetenzen. Berkefeld; Frie: HT 2012       7. Duden: Wörterbuch medizinische Fachbegriffe   Instructor’s digital notes. |