**COURSE OUTLINE**

1. **GENERAL**

|  |  |
| --- | --- |
| **SCHOOL** | School of Health Sciences |
| **ACADEMIC UNIT** | Faculty of Medicine |
| **LEVEL OF STUDIES** | undergraduate courses |
| **COURSE CODE** | IAE 608 | **SEMESTER** | Α’ |
| **COURSE TITLE** | HEALTH POLICIES |
| **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, laboratory exercises | 2 | 2 |
|  |  |  |
|  |  |  |
| *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:** | NO |
| **LANGUAGE OF INSTRUCTION and EXAMINATIONS:** | GREEK/GREEK |
| **IS THE COURSE OFFERED TO ERASMUS STUDENTS** |  |
| **COURSE WEBSITE (URL)** | http://ecourse.uoi.gr/course/view.php?id=939 |

1. **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 successful completion of the course the trainee will be able to describe: What is health (and what is not), what policy, and what health policy. The causes of health. How to achieve better health for people in the country, Europe and the world. How to prevent contagious and non-illness and injuries How to make scientifically substantiated health decisions How many health professionals the country needs? What is quality of life and what quality of death? In what international environment do they practice their own profession?The purpose of the lesson is to open horizons to student thinking. The World Health Organization's Europe Health Office program "Health 21: The health for all policy framework for the WHO European Region” is the basis of the course. Additional material, printed and electronic, will contribute to all these. |
| **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 Decision-making Working independently Team workWorking in an international environment Working in an interdisciplinary environmentCriticism and self-criticism |

1. **SYLLABUS**

|  |
| --- |
| Health, causes of Health, Health Levels, Health Services, Health Systems, Health Indicators, Health determinants, Multisectoral strategies for creating sustainable health, Preventing and controlling disease and injury, Global Burden of Disease, Availability and use of services health, quality of health services and medical ethics, Impact of the economic crisis on health, Evidence-Based Health Policy, "Health for All" vision, World Health Organization (WHO) |

1. **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* | Lecture slides |
| **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 | 16 |
| laboratory practice | 16 |
| study and analysis of bibliography | 10 |
| essay writing | 8 |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
| SUM | ***50*** |

 |
| **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.* | written work, essay/report 30%oral examination 20%oral presentation 50%The final evaluation of the students is shown as a sum of the above three individual evaluations |

1. **ATTACHED BIBLIOGRAPHY**

|  |
| --- |
| *Teaching - study material:*Εθνικά συστήματα υγείας διαφόρων χωρών, Γαρδίκας Κωνσταντίνος Δ., (Εκδότης): ΠΑΡΙΣΙΑΝΟΥ, 2001 |