**COURSE OUTLINE**

1. **GENERAL**

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| **SCHOOL** | School of Health Sciences |
| **ACADEMIC UNIT** | Faculty of Medicine |
| **LEVEL OF STUDIES** | Undergraduate |
| **COURSE CODE** | ΙΑΕ514 | **SEMESTER** | **E’** |
| **COURSE TITLE** | Social Medicine with emphasis on child health |
| **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 | 2 | 2 ECTS |
| *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/English |
| **IS THE COURSE OFFERED TO ERASMUS STUDENTS** | Yes |
| **COURSE WEBSITE (URL)** | <https://ecourse.uoi.gr/enrol/index.php?id=3406>  |

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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| Be critical consumers of issues of public children’s health.Be comfortable with the terms and areas of interest of Social Pediatrics. |
| **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 environment Production of new research ideas Production of free, creative and inductive thinking  |

1. **SYLLABUS**

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| Social Medicine with emphasis on child health is a global, holistic, and multidisciplinary approach to child health; it considers the health of the child within the context of their society, environment, school, and family, integrating the physical, mental, and social dimensions of child health and development as well as care, prevention and promotion of health and quality of life. Social Medicine with emphasis on child health acts in three areas –child health problems with social causes, child health problems with social consequences, and child health care in society – and encompasses four areas of child health care – curative pediatrics, health promotion, disease prevention, and rehabilitation. The course of Social Medicine with emphasis on child health encompasses three main domains: Perinatal Health, Health of Chronic diseases, and Adolescent Health.  |

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

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| **DELIVERY***Face-to-face, Distance learning, etc.* | Face-to-face, Distance learning |
| **USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY** *Use of ICT in teaching, laboratory education, communication with students* | Yes (digital lectures, electronic databases, research methodology software, distance learning, ecourse)  |
| **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 (two groups per semester)*** |
| Lectures | 1 ECTS |
| Workshops | - |
| Study and Analysis of Bibliography |  1ECTS |
| **Total** | **2 ECTS** |

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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.* | Language of evaluation: Greek/English.Methods of evaluation: summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, mini project.Specifically-defined evaluation criteria given: Yes (Explanatory note in the summative evaluation document) |

1. **ATTACHED BIBLIOGRAPHY**

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| Social pediatrics and early child development: Part 1, 2008Social Pediatrics, 2003 |