

COURSE OUTLINE

(1) GENERAL INFORMATION

SCHOOL	MEDICINE		
DEPARTMENT			
STUDY CYCLE	Undergraduate		
COURSE CODE	7.5	SEMESTER OF STUDIES	9-12
COURSE TITLE & COURSE LEADER	Clinical Clerkship in Neurology – Course Coordinator: Professor Panagiotis Mitsias		
INDEPENDENT TEACHING ACTIVITIES <i>in the case that the course credits are apportioned to distinct parts of the course, e.g Lectures, Workshops, etc. If the number of credits are assigned to the course as a whole please state the weekly teaching hours and the total number of the course's credit points.</i>	WEEKLY TEACHING HOURS	NUMBER OF CREDITS	
	40	7	
	Total Number of Teaching Hours: 160		
<i>Please add more rows, if necessary. The class format and teaching methodology are described in detail in section 4.</i>			
COURSE TYPE <i>Generic knowledge base building, specialized knowledge base building, specialization of background knowledge, skills development</i>	Specialization of background knowledge, skills development		
PREREQUISITE COURSES	None		
LANGUAGE OF INSTRUCTION AND ASSESSMENT	English		
THE COURSE IS OFFERED TO ERASMUS STUDENTS	Yes		
WEB PAGE (URL)	https://eschool.med.uoc.gr/		

(2) LEARNING OUTCOMES

<p>Please describe the learning outcomes of the course the appropriate level of specific knowledge, skills and competences acquired and achieved by the students on successful completion of the course.</p> <p>Consult Appendix A</p> <ul style="list-style-type: none"> • <i>Description of the level of the learning Objectives for each study cycle according to the Framework for Qualifications of the European Higher Education Area</i>
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- *Descriptors of level 6, 7 & 8 of the European Qualifications Framework for Continuing Education and Appendix B*
- *Comprehensive guide to writing learning outcomes*

Upon successful completion of the Clinical Practice, the student will know the following:

1. Clinical neurological method (taking a detailed history, neurological examination, familiarity with the use of neurological tools, skills in ophthalmoscopy)
2. Recognition and discrimination of pathological findings of neurological examination, use of correct terminology of symptoms and objective findings
3. Basic neurological syndromes (pyramidal, extrapyramidal, cerebellar, peripheral neuron, dysautonomia, cognitive dysfunction, etc.) 358
4. Basic clinical neurological localization diagnostics
5. Special neurological diagnostic tests, indications and usefulness (lumbar puncture, electroencephalogram, electromyogram, CT and magnetic resonance imaging, scintigraphy)
6. Basic etiological diagnosis, based on the synthesis of clinical and paraclinical data.
7. Using knowledge of basic neuroscience to understand neurological diseases and develop rational treatment
8. Basic knowledge of nosology in neurological practice
9. Basic principles of treating neurological diseases
10. Recognition and treatment of emergency neurological conditions (coma, acute cerebrovascular attacks, status epilepticus, acute polyneuropathies, acute paraplegia, myasthenic crisis, etc.)
11. Basic Principles of Continuing Care of Neurological Patients and Prevention of Complications of Neurological Diseases at the Outpatient Clinic Level

Upon successful completion of the Clinical Practice, the student will be able to perform the following operations:

1. Complete neurological history and neurological examination and interpretation of their findings
2. Ophthalmoscopy
3. NIH AEE Scale
4. MMSE and MoCA Scale
5. Interpretation of CT and MRI of brain and spine
6. Attend and/or perform lumbar puncture
7. Venipuncture and collection of venous blood samples
8. Initiation of intravenous line for administration of intravenous drugs for thrombolysis and blood pressure control in patients with acute stroke, and for administration of antiepileptic drugs in patients with status epilepticus
9. Swallow test
10. Nasogastric catheter placement for feeding the patients
11. Bladder catheter placement

GENERAL COMPETENCES

Taking into account the general competences which a higher education graduate will have to have acquired (as stated in the Diploma Supplement and listed below) please select those which your course seeks to build.

Searching, analyzing and synthesizing data and information also using appropriate technologies

Adjusting to a novel situation

Autonomous work

Group work

Work in a global environment

Generation of innovative scientific ideas

Project design and management

Respect to diversity and multiculturalism

Respect to the natural environment

Fostering of social, professional and ethical accountability and gender equality

Being critical and self-critical

Promoting free, creative and inductive thinking

Other ...

• Search, analysis and synthesis of data and information, also using necessary technologies • Decision making • Autonomous work • Teamwork • Work in an international environment • Work in an interdisciplinary environment • Respect for diversity and multiculturalism • Demonstrate social, professional and ethical responsibility and sensitivity to gender issues • Exercise of criticism and self-criticism • Promotion of free, creative and inductive thinking

(3) COURSE CONTECT

The specific topics covered through tutorials during Clinical Practice are:

1. Neurological examination and localization Neurology
2. Management of acute strokes
3. Secondary prevention of strokes
4. Headaches
5. Spinal cord diseases
6. CNS infections
7. Multiple Sclerosis
8. CNS Tumors
9. Parkinson's Disease - Other Extrapyrimal Syndromes
10. Mental Function Test - Dementia
11. Motor Neuron Disease
12. Epilepsies - Status Epilepticus
13. Rhizopathies - Peripheral Neuropathies
14. Myopathies and Neuromuscular Synapse Diseases

(4) TEACHING AND LEARNING METHODOLOGY – STUDENT ASSESSMENT

CLASS FORMAT <i>Face-to-face, Long-distance, etc. .</i>	Tutorials with hands-on practice in neurological examination and use of neurological tools. Lectures in nosology. Teaching courses in emergency neurology. Educational rounds to wards and patients. Assignments to students that may include
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	<p>literature research and presentation of specific scientific issues related to the diagnostic approach and treatment of patients. Assigning students to take medical histories and patient information notes.</p>											
<p>USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES <i>Use of ICTs in teaching, lab work, communication with the students.</i></p>	<ul style="list-style-type: none"> • Interactive Neuroanatomy, An atlas of Structures, Sections and Systems, version 2.0 (Lippincot, Williams and Wilkins, 2004). Interactive atlas of neuroanatomy, for easy learning of the structures of the nervous system. • Practical Neurology DVD Review (Lippincott, Williams and Wilkins, 2004). Over 100 videos of real patients with different neurological conditions with comments on the description and local significance of findings, differential diagnosis, diagnostic investigation, management and counseling. It also includes discussion and bibliographic suggestions for each video. Finally, hundreds of multiple-choice questions related to the incidents presented. • Neurologic Localization, Interactive Edition (S. Goldberg, MedMaster Inc. 2004): Software that includes maps of structures in the nervous system with the name and clinical implications of 360 damage to each structure, as well as correlation of neurological symptoms and signs with corresponding anatomical structures. Also, lots of practice questions. 											
<p>ORGANISATION OF INSTRUCTION <i>Please describe in detail your teaching modalities and methods: Lectures, Seminars, Workshops, Field work, Literature research, Tutorial, Placement, Clinical Clerkship, Art workshop, Interactive teaching, Field trips, Project-Based Learning, Written assignments, Artistic creation.</i></p> <p><i>Please write the hours of in-class and out-of-class workload for each learning activity so that the total semester workload conforms to ECTS standards.</i></p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;"><i>Learning Activity</i></th> <th style="text-align: center;"><i>Hours of Workload/ semester</i></th> </tr> </thead> <tbody> <tr> <td>Clinical training</td> <td style="text-align: center;">160</td> </tr> <tr> <td>Home study (independent)</td> <td style="text-align: center;">50</td> </tr> <tr> <td>Total</td> <td style="text-align: center;">210</td> </tr> <tr> <td> </td> <td> </td> </tr> </tbody> </table>		<i>Learning Activity</i>	<i>Hours of Workload/ semester</i>	Clinical training	160	Home study (independent)	50	Total	210		
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STUDENT ASSESSMENT	
<p><i>Please describe the assessment procedure.</i></p> <p><i>Language of assessment, methods of assessment, formative or summative assessment, multiple-choice test, short-answer questions, essay-type answers, problem solving, written assignment, written report, oral examination, oral presentation to an audience, Lab work, oral or written exam on seminar work, Clinical examination of a patient, Acting, other ...</i></p> <p><i>State and clearly define assessment criteria and scoring rubrics State if and where students can access this information.</i></p>	<p>The evaluation of the students is based on the following parameters:</p> <ol style="list-style-type: none"> 1. Performance during the Clinical Exercise with feedback from interns and specialists in the department. Importance is given to the Clinical examination and presentation of the patient by the student during the visit 2. Completion of the Clinical Practice Logbook 3. Written Examination at the end of the Clinical Practice, which includes multiple choice questions and analysis of neurological cases. The evaluation is done in Greek. In cases of international students through the Erasmus program, the evaluation is done in English.

(5) RECOMMENDED BIBLIOGRAPHY

<p>1) Aaron Berkowitz, Clinical Neurology and Neuroanatomy, edited by I. Iliopoulos, Parisianou Publications.</p> <p>2) Harrison's, Neurology in Clinical Medicine, edited by P. Papathanasopoulos, N. Kalfakis, Parisianou Publications.</p> <p>3) Neurology I. Logothetis, edited by I. Mylonas, University Studio Press Publications</p> <p>Among the educational software used in student education are:</p> <ul style="list-style-type: none"> • Interactive Neuroanatomy, An atlas of Structures, Sections and Systems, version 2.0 (Lippincot, Williams and Wilkins, 2004). • Interactive atlas of neuroanatomy, for easy learning of the structures of the nervous system. • Practical Neurology DVD Review (Lippincott, Williams and Wilkins, 2004). Over 100 videos of real patients with different neurological conditions with comments on the description and local significance of findings, differential diagnosis, diagnostic investigation, management and counseling. It also includes 361 discussions and bibliographic suggestions for each video. <p>Finally, hundreds of multiple-choice questions related to the incidents presented.</p> <ul style="list-style-type: none"> • Neurologic Localization, Interactive Edition (S. Goldberg, Med Master Inc. 2004): Software that includes maps of structures in the nervous system with the name and clinical implications of damage to each structure, as well as correlation of neurological symptoms and signs with corresponding anatomical structures. <p>Also, lots of practice questions. -Related scientific journals: • Neurology • Lancet Neurology • Annals of Neurology • JAMA Neurology • Journal of Neurology,</p>

Neurosurgery and Psychiatry • European Journal of Neurology • Stroke • Continuum
(American Academy of Neurology)