EUC School of Medicine
Handbook & Course Catalogue
2018 – 2019

Disclaimer

All information in the EUC Student Handbook & Course Catalog are subject to revision, with changes in course offerings, academic rules and instruction plans. Information contained herein supersedes previously published descriptions and is subject to change.

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Section I: General Information

Welcome Message

On behalf of the European University Cyprus School of Medicine faculty, clinical teaching personnel, staff and administration, welcome to the Clinical Training Core Program. Our exceptional and diverse faculty and personnel are fully committed to the dissemination of medical knowledge and the training of a new generation of competent physicians. We are dedicated to the teaching process as we constantly aim to improve and embrace modern principles of medical education. At EUC, we continuously strive towards providing an optimal learning environment by: 1) constantly improving our understanding of medical knowledge; 2) remaining innovative, both in our curriculum and teaching practices; and 3) inspiring our student to be passionate about providing their patients with the best possible care.

Medical Education at EUC embraces a spiral, competency-based curriculum designed to introduce students to the best practices in patient care, using innovative teaching strategies, exposure to advanced simulation training, and much more. The horizontally integrated, spiral program of the first three years of the Structure – Function curriculum, where students learn clinical skills from their first year, was designed to ensure a smooth transition from basic to clinical science applications.

As we enter the Era of Bioinformatics, medical educators are challenged to seek innovative teaching methods that address the multitude and magnitude of scientific, technological and demographic factors that have converged to revolutionize today's approach to human health and well-being. These advancements not only bring challenges and new demands to today's physicians, but also to today's medical educators. EUC's mission is to prepare our students to excel in the art of healing, but also to become inspired innovators for the advancement of knowledge and patient-centered healthcare.

Our affiliation with state-of the art clinics and hospitals affords our students with a unique clinical learning experience. Each center is a foremost healthcare provider. With this exposure to an incredible diversity of patients, our graduates emerge fully prepared to practice medicine in this increasingly global society. Our aim is that our students experience a full spectrum of health care environments.

EUC is stepping to the forefront of global medical and health education. We are dedicated to preparing the healthcare leaders of tomorrow, with outstanding clinicians and scientists who will contribute to the advancement of science and medicine across the globe.

Professor G. Petrikkos
Dean

Professor E. Johnson
Vice Dean

1. Mission and Outcomes

1.1 Mission – Vision - Values

The **Mission** of the School of Medicine is to educate medical students, graduate students, and postdoctoral fellows in accordance with the highest professional standards; to train competent and caring physicians to practice patient-centered medicine of the highest standard; and to identify and answer fundamental questions in the mechanisms, prevention and treatment of disease, in health care delivery and in the basic biomedical sciences.

The **Vision** of the undergraduate curriculum is to produce leaders in Medicine who will learn to apply the foundation of a broad medical education to improve health at a National and International level through patient care, research, and education.

The core **Values** of the EUC School of Medicine are

Excellence	in the conduct of education, research, patient care and community engagement
Integrity	Acting with honesty, accountability & social responsibility
Respect	Demonstrated by civility and communication worthy of the trust given to us as teachers, scholars and healers
Collaboration	Fostering creative partnerships with open communication
Community	Dedication to improve the quality of life of the community
Transparency	Promoting an atmosphere of openness to promote quality in medical education, research and clinical care

Educational Strategy

The six-year curriculum at European University Cyprus is fully integrated both horizontally (***systems-based***) and vertically (***spiral-design***) and is divided in three educational phases.

Phase I:	**Foundations of Medicine**	(years 1-2)
Phase II:	**Foundations of Clinical Practice**	(year 3)
Phase III:	**Clinical Medicine Core**	(years 4-6)

The curriculum at EUC engages multiple active and cooperative learning strategies. Innovated and web-based educational resources have been tightly intercalated in the program. The underlying educational aim underpinning the EUC Medical Curriculum is

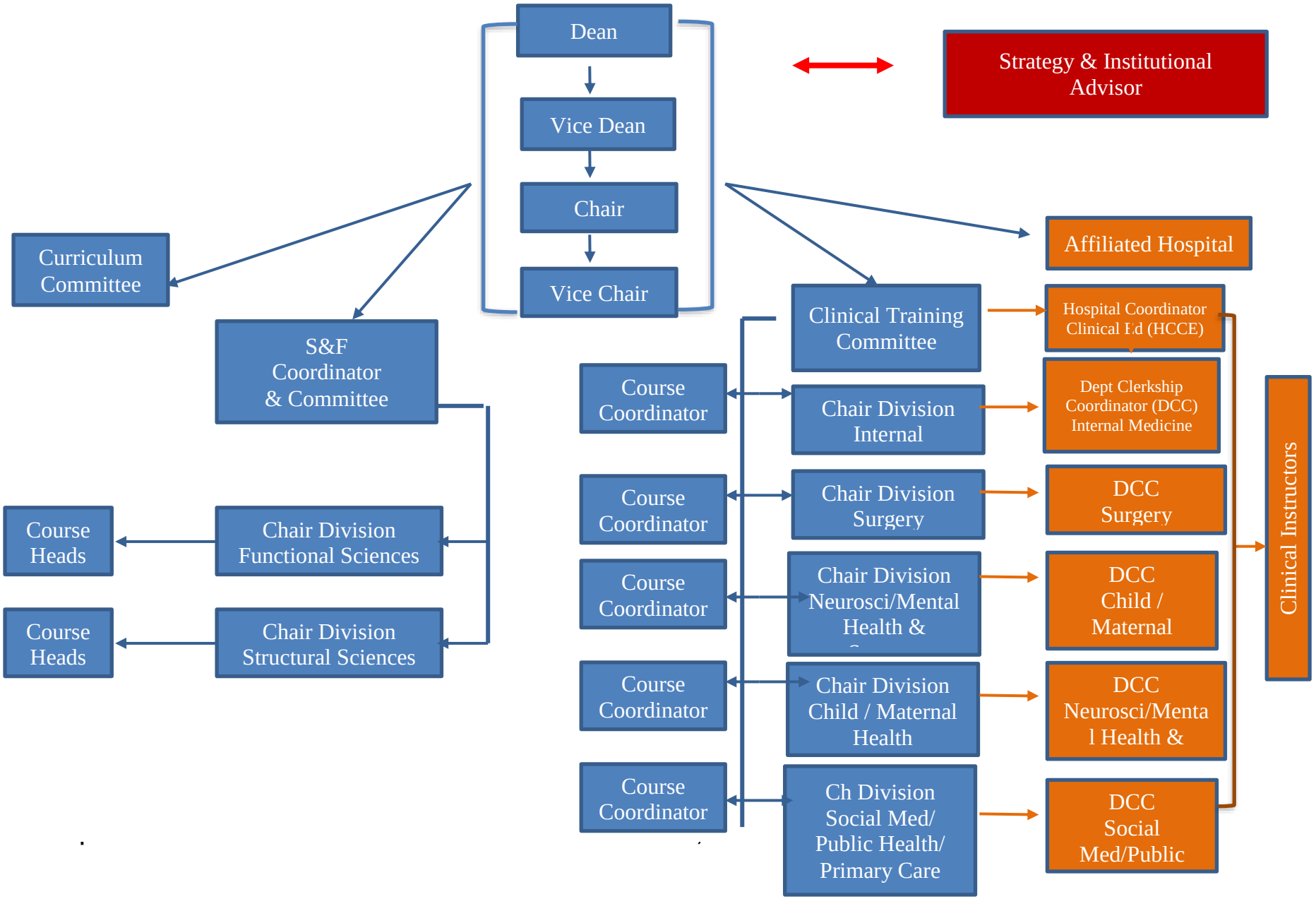
constructivism, which allows students to learn and create their own constructs of medical knowledge.

General Competencies

The EUC School of Medicine curriculum has been designed to facilitate the development of important ***competencies*** in our students. As a measure of his or her competence, every EUC Medical School graduate will:

- Apply scientific principles and a multidisciplinary body of scientific knowledge to the diagnosis, management, and prevention of clinical problems.
- Understand the variation in the expression of health and disease through critical evaluation of biomedical research.
- Obtain a sufficient level of medical knowledge to understand the basic facts, concepts, and principles essential to competent medical practice at a local and global level.
- Exhibit the highest level of effective and efficient performance in data gathering, organization, interpretation and clinical decision making in the prevention, diagnosis, and management of disease.
- Understand and respond to factors that influence the social, behavioral, and economical factors in health, disease and medical care.
- Demonstrate effective and compassionate interpersonal communication skill toward patients and families necessary to form and sustain effective medical care.
- Present information and ideas in an organized and clear manner to educate or inform patients, families, colleagues and community.
- Display the personal attributes of compassion, honesty and integrity in relationship with patients, families, and the medical community.
- Adhere to the highest ethical standards of judgment and conduct as it applies to the health care milieu.
- Demonstrate a critical self-appraisal in his/her knowledge and practice of medicine, as well as received and give constructive appraisal to/from patients, families, colleagues and other healthcare professionals.
- Understand the limits of personal knowledge and experience and will demonstrate the intellectual curiosity to actively pursue the acquisition of new knowledge and skills necessary to refine and improve his/her medical practice or to contribute to the scientific body of medical knowledge.
- Conduct innovative and collaborative research (with behavioral and social sciences) and integrate this knowledge into the practice of medicine.

Medical School Organization - Administration



Clinical Training at EUC

EUC has a formal administrative and academic structure for facilitating the clinical training of its medical students at its affiliated hospitals. The Dean, in collaboration with the Deputy Dean and Chair, oversees and is responsible for the Clinical Training (Clerkship) programs at EUC, School of Medicine. As such, they are not members of any clinical training committee. The School council appoints a seven-member **Clinical Training Committee (CTC),** who are all full-time faculty and Chairs of the Clinical Divisions (see below) and the committee elects by majority a **Chairman.** (When available, senior faculty members are selected as Chairs of the Clinical Divisions and the Chairman of the CTC). The Chairs appoint by majority vote, two additional full-time faculty members (any rank). The Office of the Dean can include additional full- or part-time faculty in the CTC, under special circumstances.

The Clinical Training Committee:

- Oversees the planning of clinical training for all years of study
- Assists the Dean in recruiting and assigning academic and clinical faculty in clinical training
- Are the liaison between the clinical training sites and the faculty responsible for academic program and course content (Hospital coordinators and Course Coordinators)
- Ensures optimal cooperation between all affiliated persons and sites
- Ensure appropriate training of scientific (clinical) collaborators and clinical instructors
- Ensures optimal function of clinical training courses across all years of study
- Ensures an environment of safe collaboration between the School and affiliated healthcare sites
- Assists the Dean in administrative, financial and other relevant obligations of the School of Medicine related to the clinical training
- Ensures that the learning objectives outlined for clinical training are achieved
- Ensures accurate, complete and objective student evaluation
- Works in collaboration with the academic and hospital coordinators, to solve any issues that may arise up during clinical training
- Oversees appropriate completion and evaluation of the logbooks

The medical program at EUC is comprised of 7 primary Divisions (5 of which are Clinical Divisions), to which the courses and subjects are distributed. The **Chairs of the Clinical Divisions** (Internal Medicine, Surgery, Child & Maternal Health, Social Medicine/Public health/Primary Care, and Neuroscience/Mental Health/Sensory Systems) are full-time senior faculty (Associate Professor or Professor) and are responsible for the overall academic content and coordination of the courses taught in that Division. They oversee clinical program and rotations at each affiliated hospital and ensure equality of training for EUC students across all clinical training sites.

The Division Chairs work with heads of each course (**Course Coordinators**) taught in that Division, who are also full-time faculty and coordinate the instruction of the course by full-time faculty and scientific / clinical collaborators (part-time teaching faculty). **Clinical Collaborators** are healthcare professionals who hold a medical specialization and a doctoral degree, as defined by the EUC Charter. Posts of Scientific (Clinical) Collaborators are contractual for the duration of one or two academic semesters, which may be renewed. The Council of School of Medicine identifies the needs for positions, which are confirmed

by the Dean in consultation with the Vice-Rector of Academic Affairs and the Department of Human Resources. A Committee consisting of Departmental Faculty members assesses the scientific qualifications and experience of each candidate for each specific position/discipline and prepares a detailed report with supporting documentation. Based on the Committee's report, the final selection is made by the School Council.

Administration

Dean, School of Medicine
Prof. George Petrikkos

Deputy Dean, School of Medicine
Prof. Elizabeth O. Johnson

Chair, School of Medicine
Prof. Ioannis Patrikios

Vice Chair, School of Medicine
Prof. Theodoros Xanthos

Strategy & Institutional Advisor
Advisor of Clinical Studies & Hospital Affiliations
Prof. Vasilios Zerris

Clinical Divisions: Chairs & Chair Assistants

Internal Medicine
Chair: Constantinos Tsioutis, Lecturer
Chair Assistant: Aris Angouridis, Lecturer

Surgery
Chair: Ingeborg Friehs, Associate Prof.
Chair Assistant: Dimitrios Ntourakis, Lecturer

Child & Maternal Health
Chair: Theoklis Zaoutis, Prof.
Chair Assistant: Pantelis Trompoukis, Asst. Prof.

Neuroscience, Mental Health & Sensory Systems
Chair: Gerhard Friehs, Prof.
Chair Assistant: George Hadjigeorgiou, Lecturer

Social Medicine (Public Health & Primary Care)
Chair: Anastasia Symeou, Special Scientist
Chair Assistant: Eirini Agapidaki, Lecturer

Contact Information

Questions can be addressed to:
Eva Charalambous, Administrator
at E.Charalambous@euc.ac.cy

Clinical Training Committee (CTC):
The Committee is comprised ex officio by the 5 Chairs / Directors of the Clinical Divisions. The Chairs appoint by majority vote, two additional full-time faculty members (any rank). The CTC reports to the Office of the Dean.

The Chair of the Committee (Associate or Full Professor) is determined by majority vote by the entire Committee.

1. Constantinos Tsioutis, Lecturer
2. Ingeborg Friehs, Associate Professor
3. Theoklis Zaoutis, Professor
4. Gehardt Friehs, Professor
5. Anastasia Symeou, Special Scientist
6. Pantelis Trompoukis, Assistant Professor
7. Nikos Karpettas, Lecturer

Clinical training assistant

A clinical training assistant is appointed to assist the CTC in various matters regarding clinical training coordination, including clinical training schedule preparation, communication with external parties (including hospitals, clinical instructors and the Ministry of Health), student vaccination forms, compensation of affiliated clinical sites and clinical instructors, on-site supervision of student attendance, etc.

Clinical training Assistant:	Mr. Charalambos Pittas

Student Health and Safety Officer

An Occupational medicine specialist, a General Physician or an Internist is appointed to oversee health requirements and vaccinations of all students and keep record of any health issues that might arise (eg.acute conditions that affect student attendance or performance). It is clear that the Student Health and Safety Officer is not responsible for management of any acute or chronic health conditions of the students of EUC.

Student Health & Safety Officer:	Dr. Constantinos Tsioutis
Assistant Health & Safety Officer:	Dr. Aris Angouridis
Nurse Assistant:	Mr. Charalambos Pittas

Academic Advisors

Counseling Center

Students in need of personal counseling should contact the Office of Student Affairs to arrange a confidential, one-on-one meeting with a qualified professional. The service is also available to academic and administrative personnel to help individuals cope with any emotional and psychological challenges. A counselor is available on campus for consultation by appointment throughout the academic year.

Student Advisors

The Advisors are full-time employees of the Student Advising Center, which assigns students to individual Advisors. A first meeting is arranged to discuss the student's interests and career objectives, and to decide on course options. A Registration Form is then completed and signed by both parties, to be submitted to the Office of the Registrar.

Students are encouraged to contact their Advisor at any time during the academic year. However, it is mandatory to meet at least once a semester to discuss course options. Meetings may be arranged during office hours or by appointment. The Student Advising Center is located at the ground floor of the West Block building.

Academic (Pre-Clinical) Advisors

Each student is also assigned an Academic Advisor, to track each individual student from year 1 through year 3 (semesters 1 – 6). Academic Advisors are full-time faculty of the School of Medicine, and are responsible for assisting the student in defining and developing realistic educational goals, in keeping with his/her abilities, skills, interests, and career aspirations. Academic Advisors are also responsible for ensuring the student is aware of university regulations and policies.

Academic Advisor Assignments (Pre-Clinical Years):

Class 2018/2024

Eirini Agapidaki	A - D
Constantinos Michaelides	E - I
Ilias Nikas	J - M
Dimitrios Ntourakis	N - P
Ioannis Patrikios	Q - S
Anastasis Stephanou	T - V
Theodoros Xanthos	W - Z

Class 2017/2023

A. Stephanou Section B
I. Patrikios Section A

Class 2016/2022

D. Ntourakis
I. Nikas

Clinical Training Advisors

The Clinical Training Committee assigns full-time faculty members to serve as **Clinical Training Advisors** to track each individual clinical student from year 4 through year 6 (semesters 7 – 12). Each advisor ensures that all requirements are correct and complete, including: reviewing evaluation, grades and graduation requirements and updating rotation schedules. Students must maintain contact with their **Clinical Training Advisor** throughout their clinical terms until graduation.

Clinical Training Advisors

1. Full-time faculty members, clinical doctors, assigned by Clinical Training Committee
2. Each advisor ensures that all requirements are correct and complete
3. Review evaluations, grades and graduation requirements and updating rotation schedules.
4. Students must maintain contact with their **Clinical Training Advisor** throughout their clinical terms until graduation.

Clinical Training Advisor Assignments:

Class 2015/2021

Aris Angouridis	A - D
Ingeborg Friehs	E - I
Goerge Hadjigeorgiou	J - M
Nikos Karpettas	N - R
Pantelis Trompoukis	S - V
Constantinos Tsioutis	W - Z

Class 2014/2020
C. Tsioutis

Class 2013/2019
C. Tsioutis

Medical School General Policies

GENERAL POLICIES *(Details can be found in the University Bulletin)*

Averaging Grades
A Grade Point Average (G.P.A.) is determined for each student at the end of each semester. The Grade Point Average (G.P.A.) is computed by multiplying the number of credit hours of each course by the grade points equivalent to the letter grade received, and then adding them. The sum total is then divided by the total number of credit hours for which the student has received a grade. Grades reported as "I", "W", "P", "AU", "PE" or "GP" are not computed in the average.

COURSES ON A PASS/FAIL BASIS
Undergraduate students in good academic standing may choose up to 12 semester hours of credit towards a degree to be graded on a pass-fail basis. A student may be allowed to

take a maximum of two courses on pass/fail basis per academic year. Courses in a student's major and those considered as correlated to his major, cannot be taken as pass/fail. Only a grade of "F" will be computed into the G.P.A. Students must notify the Office of the Registrar of their intention to take a pass/fail course within the first ten weeks of a Fall or Spring semester, or the first two weeks of a summer session.

WITHDRAWAL FROM COURSES

Students receive no credit for courses they choose to withdraw from. All withdrawals are subject to the tuition refund policy cited in the University Bulletin.

a. Withdrawal initiated by student

A student has the responsibility to officially withdraw from a course that he or she does not intend to complete. A student must complete the official “withdrawal form” and submit it to the Office of the Registrar. Students who withdraw from a course before the dates listed below will receive a grade of ‘W’ that will not affect the student’s G.P.A.

- Fall and Spring Semesters: End of tenth week of classes
- Summer Session: End of third week of classes

Students who do not file for withdrawal with the Office of the Registrar within this time continue to be registered for the course(s) and if they have not completed the requirements of the course(s), will be assigned an ‘F’ as a final grade.

WITHDRAWAL FROM THE UNIVERSITY

Students wishing to withdraw from the University must file a "Withdrawal Form" at the Office of the Registrar. It is the student's obligation to complete this final procedure. Failure to do so leaves the student liable for all of the current semester's tuition and fees and will result in grades of "F" being assigned automatically to the student’s courses.

REPETITION OF WORK

If a student repeats a course, the new grade will be included in the student's cumulative grade point average. The grade previously earned will not be included in the student's overall grade point average, although it will be listed on the student's permanent academic record and transcript.

CHANGE OF GRADE

Once grades have been submitted to the Office of the Registrar no changes are allowed, unless an instructor completes a "Grade Change” form, in which he/she explains that a legitimate error has been made in the calculation of a student's grade.

APPEALS PROCEDURE

In the case where a student believes that the grade received is different from what was expected, he/she must exhaust all possibilities of resolving the problem with the pertinent instructor first. If this does not lead to a resolution, the student may appeal against the grade by filing a petition with the Office of the Registrar.

The Registrar will forward a copy of the petition to the pertinent Chairperson of Department, who will first ascertain that no error was made by the instructor, and if so will assign an anonymous re-evaluation of the final examination/project to another instructor. In the case of major discrepancy between the instructor’s evaluation and the re-evaluation that will require change of grade, the average of the two evaluations will be assigned as the final

grade to the final examination/project. Changes of grades resulting from an appeal require the endorsement of the Dean of School.

For a petition to be reviewed, a student must appeal within four (4) weeks from the date the results are announced.

PROBATION

Any student, whose cumulative G.P.A. falls below "C" or its equivalent (2.0 G.P.A.) is placed on probation. A student who remains on probationary status for two consecutive semesters faces possible dismissal from the University.

PROBATION RULE (approved by Senate)

The School of Medicine expects all medical students to fulfill their responsibilities and conduct themselves in a competent, professional manner, and to follow the rules, regulations and policies of the European University of Cyprus and affiliated hospitals, as well as National Law. In the event that a medical student falls short of these expectations, and fails to satisfactorily perform in the educational or training program, the student will be counseled and/or disciplined for his/her actions or inactions. Outlined below is the current course of action, that has been decided by the Leadership of the School of Medicine and the Rectorate regarding those students who have failed, (grade: F) any course(s), or who have a GPA less than 2.0 and according to 48th Senate decision taken on 28/2/2017 there will be termination of studies as result of GPA lower than 1.7 by the end of year 2 (two).

Once retake exams have be graded, the Faculty of the School of Medicine will assess the case of each individual student with a low GPA (less than 2.0) in order to determine the appropriate course of action regarding the student's future in the School of Medicine. Specifically, students who received a "Letter of Probation" last year and still maintain an unacceptably low GPA will be given only one last opportunity to correct their GPA during the coming Semester. At the end of the Fall semester, these students (e.g. those who have already received a letter of warning in the past), and continue to maintain a very low GPA will receive a "Letter of Termination", with the option to either change their program of study (e.g. biology) or to withdraw from the school.

For those students who, on the other hand, have not yet received a "Letter of Probation" in the past, but perform unsatisfactorily, will receive a "Letter of Probation" at the end of the semester, with subsequent consequences should their performance not improve.

CRITERIA FOR GRADUATION OF UNDERGRADUATE STUDENTS

In order to qualify for graduation an undergraduate student must fulfill the following:

a. Complete the degree requirements in the major program as specified in the Bulletin.
b. Complete at least the last two years or 60 credits or 120 ECTS in residence at EUC, unless the Law provides otherwise.
c. Maintain a cumulative G.P.A. of at least 2.00 for all credits taken at EUC.
d. Settle all financial obligations to the University before certification for graduation is granted.

GRADUATION HONOURS

Bachelor degree students are identified for high academic achievement as follows:

SUMMA CUM LAUDE: Final G.P.A. of 3.85-4.00
MAGNA CUM LAUDE: Final G.P.A. of 3.65-3.84
CUM LAUDE: Final G.P.A. of 3.50-3.64

To be eligible for honours, students must complete at least 60 credits/120 ECTS at EUC. Only EUC credits are considered in determining eligibility for such honours.

STUDENT RIGHTS, DUTIES AND RESPONSIBILITIES

This Annex describes the status of the University's students as members of the academic community. Each enrolled student has the right to expect the University to fulfill its educational responsibilities as effectively as its capacity and resources will permit. Correspondingly, the University must exercise the right to establish and maintain standards of conduct, which will promote an atmosphere conducive to learning and meaningful individual development. Since rights carry with them certain responsibilities, the following rights and responsibilities, institutional as well as for students, are set forth with accompanying procedures for implementation.

BASIC RIGHTS

The following listing of basic rights is not intended to deny or limit the rights of students in any way. Rather, it is intended to focus special attention on the rights listed because of their importance in the educational process.

1. Free inquiry, expression, and assembly are guaranteed to all students subject to the limitations of this document and other University regulations and policies which are consistent with the provisions of this document and the Constitution and laws of the Republic of Cyprus.

2. Students are free to pursue their educational goals; appropriate opportunities for learning shall be provided by the University.

3. The right of students to be secure in their persons, papers, and effects against unreasonable searches and seizures is guaranteed.

4. In cases involving possible sanctions of suspension, or expulsion or actions which may place limitations on the student's right to pursue the student's educational objective, the student shall receive prior notice of the nature and cause of the charges against the student, shall be informed of the nature and source of the evidence presented against the student and shall be entitled to a fair hearing before a regularly constituted board.

Basic Duties and Responsibilities

Students, as members of the University community, shall have the following duties and responsibilities, which are inherent in the basic rights described above:

1. The student shall have the responsibility for maintaining standards of academic performance as established by the student's instructors.

2. The student shall be responsible for acting in such a manner as to ensure other students their basic rights as declared herein.
3. The student shall be responsible for any and all personal actions with respect to provisions of the Cyprus law.
4. The student shall be responsible for conduct, which helps to create and maintain an academic atmosphere, in which the rights, dignity, and worth of every individual in the University community are respected.
5. The student shall be responsible for paying all bills owed to the University in a timely fashion as prescribed by the University. Since Registration is not complete until all tuition and other fees are paid, students who fail to meet their financial obligations may have their registration cancelled; may be denied future registrations; and may have their grades and/or transcripts withheld.

Learning Disabilities

Included are "Specific Learning Difficulties", "Reading Disability", by some called "Dyslexia" and "Attention Deficit Disorder". Central to the concept of Learning Disability (L.D.) is an obvious difficulty in reading/reading comprehension and/or Writing/written expression/spelling, and/or mathematical thinking. Also central is the discrepancy between expected achievement on the basis of intelligence (especially non-verbal) and observed achievements in these scholastic subjects.

In higher schooling and university education the disability is mostly evidenced by obvious discrepancy between oral work and other activities of the school and written achievement, the latter usually being lower. It is often the case that vocabulary and grammar may still be low, compared to other students with similar capabilities.

Reading and/or writing problems may co-exist with attention deficit disorder (A.D.D.), or the latter may be present alone. A.D.D. involves a marked difficulty in concentration, which prevents optimum learning, and, where hyperactivity is present, the movement and reactions of this student may disrupt the class.

CLASS ATTENDANCE

1. Students are expected to attend all classes within the formal academic schedule for their respective semester. This requirement does not discriminate between lectures, workshops, laboratories or clinical placements.

2. In case of an elective absence from a scheduled learning activity, students are expected to inform the relevant instructor in written format, at least 24 hours ahead of time, explaining the cause of absence and providing relevant documentation. Alternatively, if not available at that time, documentation could be provided later on upon the students return to class. In case of an emergency/unexpected absence, the relevant documents may be submitted not later than a week afterwards. Any unjustified absence(s) may have negative impact on the student's participation score, the extend of which will be decided by the respective course instructor.

3. In case of accumulated unjustifiable absences totaling to more than 3 teaching periods for lectures and 2 teaching periods for laboratories in the same course per semester, 1 day per summer clinical orientation courses running in years 1 through 3 (the School of Medicine has established respectively 4,5 and 6 weeks of clinical orientations/training rotations, at the end of the academic year for the student classes of years 1,2,3 in the General Larnaca, Nicosia and Makarios III Hospitals) and 3 days of clinical training per course per semester in years 4 5 and 6, the student will have to justify his/her absences.

It is noted that sick leaves should be justified and documented by a certified medical doctor, otherwise, such absences will be counted as “absence periods”. Any unjustified absences over the above range may draw remedial actions including repeat of lost absence periods and sometimes of the entire course. This issue will be formally discussed in a formal meeting with the instructor, the Dean and/or the Chairperson , who will subsequently decide jointly as to whether the student may continue the course or be given a “Fail” status which may require repetition (and potentially, a fee) of the course.

4. In any case, students are responsible for making up missed course work. Wherever appropriate, the instructor may choose to offer supplementary classes for students with absences. These will have to be organized so as not to disturb other learning activities of the student or the instructor involved and the “School Council” be notified accordingly. The attendance in such classes is also compulsory and subject to the same rules and regulations as prior to committing the first absence incident.

5. Students will have to request permission to enter the classroom after the initiation of a class or leave a classroom earlier but permission may be granted depending on the instructor’s discretion. In the above cases, a student may receive an absence remark for the particular teaching hour, based on the discretion of the respective instructor.

6. Students are expected to actively participate in all teaching activities, including interactive learning, problem solving, case discussion and hands-on practice. Involvement in irrelevant extracurricular activities during a teaching session may be perceived as non-participation by the instructor, which could draw a note of an absence at the relevant teaching hour.

Academic Calendar

The University follows the semester/credit system of higher education and the European Credit Transfer and Accumulation System (ECTS). The academic year consists of a Fall and a Spring Semester, each 17 weeks long, inclusive of registration, holidays, and final examinations. The Fall Semester begins in the last week of September, and the Spring Semester begins a week earlier for the Medical School, due to a week break given to its students, prior the final exams for studying.

European University Cyprus

OFFICE OF THE VICE-RECTOR OF ACADEMIC AFFAIRS

ACADEMIC CALENDAR

FALL SEMESTER 2018 (24 SEPTEMBER – 18 JANUARY)

	MON	TUES	WED	THUR	FRI	WEEKS
SEPTEMBER 2018	24	25	26	27	28	1
OCTOBER 2018	1	2	3	4	5	2
	8	9	10	11	12	3
	15	16	17	18	19	4
	22	23	24	25	26	5
	29	30	31			6
NOVEMBER 2018				1	2	6
	5	6	7	8	9	7
	12	13	14	15	16	8
	19	20	21	22	23	9
	26	27	28	29	30	10
DECEMBER 2018	3	4	5	6	7	11 COURSE/INSTRUCTOR'S EVALUATIONS
	10	11	12	13	14	12 COURSE/INSTRUCTOR'S EVALUATIONS
	17	18	19	20	21	13 COURSE/INSTRUCTOR'S EVALUATIONS
	24	25	26	27	28	14 CHRISTMAS HOLIDAYS COURSE/INSTRUCTOR'S EVALUATIONS
	31					15 CHRISTMAS HOLIDAYS COURSE/INSTRUCTOR'S EVALUATIONS
JANUARY 2019		1	2	3	4	15 CHRISTMAS HOLIDAYS
	7	8	9	10	11	16 FINAL EXAMS
	14	15	16	17	18	17 FINAL EXAMS
	21	22	23	24	25	
	28	29	30	31		

September 2018:	Monday 24th	Opening Day of Instruction
October 2018:	Monday 1st Friday 5th	National Holiday Last day to Add/Drop a course
November 2018:	Friday 30th Friday 30th	Last Day to file a Pass/Fail Option Last Day to Withdraw from a Course
December 2018:	**Monday 3rd – Monday 31st** Friday 21st	**Course/Instructor's Evaluations** Last Day of Instruction/Last Working day before Christmas Holidays
January 2019	Monday 7th Monday 7th - Friday 18th * Friday 18th *	Opening day of instruction after Christmas Holidays Final Examinations End of Fall Semester

* For courses that are taught on Saturdays the End of the Semester is Saturday 19/1/2019

European University Cyprus

SCHOOL OF MEDICINE
ACADEMIC CALENDAR
SPRING SEMESTER 2019 (28 JANUARY – 31 MAY)

	MON	TUE	WED	THU	FRI	WEEKS
JANUARY, 2019	**28**	29	30	31	1	**1**
FEBRUARY, 2019	4	5	6	7	8	**2**
	11	12	13	14	**15**	**3**
	18	19	20	21	22	**4**
	25	26	27	28		**5**
MARCH, 2019					1	**5**
	4	5	6	7	8	**6**
	11	12	13	14	15	**7**
	18	19	20	21	22	**8**
	25	26	27	28	29	**9**
APRIL, 2019	**1**	2	3	4	5	**10**
	8	9	10	11	**12**	**11**
	15	16	17	18	**19**	**12**
	22	23	24	25	26	**13 EASTER HOLIDAYS**
	29	30				**14 EASTER HOLIDAYS**
MAY, 2019			**1**	2	3	**14 EASTER HOLIDAYS**
	6	7	8	9	**10**	**15**
	13	14	15	16	**17**	**16 BREAK**
	20	21	22	23	24	**17 FINAL EXAMS**
	27	28	29	30	31	**18 FINAL EXAMS**

SPRING SEMESTER 2019 (28/01/2019-31/05/2019)

7 January- 1 February 2019	Registration Period for the Spring Semester 2019
28 January, 2019	Opening day of instruction
15 February, 2019	Last day to make any changes in course(s) registered **(ADD/DROP)**
11 March, 2019	Green Monday (Public Holiday)
25 March, 2019	National Holiday
01 April, 2019	National Holiday
12 April, 2019	Last day of Withdraw & file for PASS/FAIL option from Course(s)
19 April, 2019	Last day of instruction before Easter Holidays
01 May, 2019	Labour Day (Public Holiday)
06 May, 2019	Opening Day of instruction after Easter Holidays
10 May, 2019	Last day of instruction
13 May-17 May 2019	BREAK
20 May – 31 May 2019	Final Examination period and end of Spring Semester 2019

Observed Holidays

Fall Semester 2018

1. October 1st 2018	National Holiday
2. December 24th 2018 – January 4th 2019	Christmas Holiday

Spring Semester 2019

1. March 11th 2019	Green Monday (public holiday)
2. March 25th 2019	National Holiday
3. April 1st 2019	National Holiday
4. April 22nd 2019 – May 3rd 2019	Easter Holiday
5. May 1st 2019	Labour Day (public holiday)
6. May 13th 2019 – May 17th 2019	Final Exams break

Student Assessment Methods

The EUC School of Medicine uses an array of various assessment methods. These methods are different from course to course, and are clearly defined in each course outline. The curriculum committee has approved course assessment methodologies, based on whether they appropriately evaluate the acquisition of defined learning outcomes for the course. Specifically, the committee ensures that the learning outcomes defined for each course are measurable and that the assessment methods selected accomplish this effectively. To ensure transparency, all course outlines are published on the School Website and they are visible to everybody.

Formative Assessments

Formative Assessments e-learning are provided online (via Moodle, Blackboard) in the form of quizzes, images, diagrams, clinical scenarios, etc. Students attempt these formative assessment during laboratory hours.

Computer-based Interactive Quizzes During Laboratory Sessions:

Web-based quizzes are provided for the students during and at the end of the laboratory sessions. Students are able to repeat each quiz several times and see which answers were incorrect. The aim is for students to evaluate their knowledge and strengthen the learning process. Instructors have computer access to the results, both during the quiz time and afterwards. By reviewing the ongoing process, instructors are able to immediately define any weak areas that may need reinforcement in lecture or laboratory exercises.

Summative Assessments

1- ***Clinical Problems (Case-based, Problem-based learning)***

The clinical problem serves to integrate basic sciences with clinical thinking. Student teams are given a clinical problem with several questions to be answered. The teams are given one week to use their knowledge of anatomy to address the problem and answer the questions. Students are encouraged to approach faculty from other departments or outside physicians to discuss their clinical problem, and to search the

literature. After a week, each team formally presents their findings to the entire class. (Team grade)

2- Written Examinations:

Written examinations will consist primarily of board-level multiple choice questions many, which entail critical thinking clinical scenarios. Short answer questions are open ended, semi-structured questions that also incorporate foundation knowledge in a clinical scenario.

- Midterm written exam (includes material up to midterm)
- Final written exam (includes material from entire semester)

3- Practical Examinations:

Practical examinations include:

1- Spot Examinations:

- Interpretation of normal plain & special x-rays, Computerized Tomography (CT) Scan, Sonogram, MRI etc. and correlate with cross-sectional anatomy of the body
- Surface marking & living anatomy
- Histology slides
- Developmental stages

2- Objective structured practical examination (OSPE) is also used. OSPEs are used at assess laboratory skills with 2 station types: a procedure station, where students are asked to perform simple structured tasks and 2) a question-based station, where students need to analyze data and answer specific questions related to structure & function

Components of Clinical Training Assessment

Clinical Performance

The teaching physicians who work with the student during the rotation assess the student's clinical performance in three areas, each of which is 20% of the grade: medical knowledge, clinical skills and professional behavior. The more feedback the CC gets from different members of the medical staff that instructed the student, the more objective grades can be. The faculty assesses the extent to which the student has developed the competencies required for that rotation. These specific competencies appear in Section II of this manual in the curriculum for each of the core clerkships. The following general goals form the basis of all assessments.

- Medical Knowledge includes the knowledge of basic, clinical and social sciences; the pathophysiology of disease; the clinical signs, symptoms and abnormal laboratory findings associated with diseases and the mechanism of action of pharmaceuticals.

- Clinical Skills includes diagnostic decision making, oral and written case presentations, history and physical examination, test interpretation and therapeutic decision making. Students must be observed and evaluated at the bedside.

- Professional Behavior include the interaction with staff and patients, integrity, sensitivity to diversity, attendance and a commitment to lifelong learning and independent study.

- Communication Skills “as they relate to physician responsibilities, including communication with patients, families, colleagues, other health professionals and resolution of conflicts.”

OSCEs

An objective structured clinical examination (OSCE) is designed to test clinical skill performance and competence in skills such as communication, clinical examination, medical procedures / prescription, exercise prescription, joint mobilisation / manipulation techniques, radiographic positioning, radiographic image evaluation and interpretation of results. It is a hands-on, real-world approach to learning that keeps examinees engaged, allows them to understand the key factors that drive the medical decision-making process, and challenges the professional to be innovative and reveals their errors in case-handling and provides an open space for improved decision-making, based on evidence-based practice for real-world responsibilities.

An OSCE usually comprises a circuit of short (the usual is 5–10 minutes although some use up to 15 minute) stations, in which each candidate is examined on a one-to-one basis with one or two impartial examiner(s) and either real or simulated (actors or electronic patient simulators) patients. Each station has a different examiner, as opposed to the traditional method of clinical examinations where a candidate would be assigned to an examiner for the entire examination. Candidates rotate through the stations, completing all the stations on their circuit. In this way, all candidates take the same stations. It is considered to be an improvement over traditional examination methods because the stations can be standardized enabling fairer peer comparison and complex procedures can be assessed without endangering patients health.

As the name suggests, an OSCE is designed to be objective – all candidates are assessed using exactly the same stations (although if real patients are used, their signs may vary slightly) with the same marking scheme. In an OSCE, candidates get marks for each step on the mark scheme that they perform correctly, which therefore makes the assessment of clinical skills more objective, rather than subjective, structured – stations in OSCEs have a very specific task. Where simulated patients are used, detailed scripts are provided to ensure that the information that they give is the same to all candidates, including the emotions that the patient should use during the consultation. Instructions are carefully written to ensure that the candidate is given a very specific task to complete. The OSCE is carefully structured to include parts from all elements of the curriculum as well as a wide range of skills. A clinical examination - the OSCE is designed to apply clinical and theoretical knowledge. Where theoretical knowledge is required, for example, answering questions from the examiner at the end of the station, then the questions are standardized and the candidate is only asked questions that are on the mark sheet and if the candidate is asked any others then there will be no marks for them. Marking in OSCEs is done by the examiner. Occasionally written stations, for example, writing a prescription chart, are used and these are marked like written examinations, again usually using a standardized mark sheet. One of the ways an OSCE is made objective is by having a detailed mark scheme and standard set of questions. For example, a station concerning the demonstration to a simulated patient on how to use a metered dose inhaler [MDI] would award points for specific action, which

are performed safely and accurately. The examiner can often vary the marks depending on how well the candidate performed the step. At the end of the mark sheet, the examiner often has a small number of marks that they can use to weight the station depending on performance and if a simulated patient is used, then they are often asked to add marks depending on the candidates approach. At the end, the examiner is often asked to give a "global score". This is usually used as a subjective score based on the candidates overall performance, not taking into account how many marks the candidate scored. The examiner is usually asked to rate the candidate as pass/borderline/fail or sometimes as excellent/ good/ pass/ borderline/ fail. This is then used to determine the individual pass mark for the station.

Clinical Evaluation Exercise (MiniCEX)

EUC incorporates the Clinical Evaluation Exercise (miniCEX) with the Logbook framework in order to assess clinical skills, attitudes and behaviors in the secondary care setting. By providing a short snapshot of how students interact with patients in a secondary care setting, it is used as an effect tool to collect evidence on competency attainment. The miniCEX is overseen by the clinical supervisor at each hospital and may be observed by a staff doctor, nurse practitioner, consultant or other. Observers should not be a peer or fellow clerkship trainee.

The MiniCEX is intended to facilitate formative assessment of core clinical skills in 10- to 20- minute direct observation assessment of clerk-patient interactions. The observations are documented in the Logbook. The aim, ultimately, is to guide clerkship learning and improve performance through structure feedback from the clinical instructors. Particular emphasis is place in areas such as communication, history taking, physical examination and professional practice.

Each mini-CEX focuses on specific aspects of the clinical encounter, including:

- History taking
- Medical interviewing skills
- Physical examination skills
- Professional qualities
- Counseling skills
- Clinical judgment
- Organization and efficiency

Direct Observation of Procedural Skills (DOPS)

Structured rating scale for assessing and providing feedback on practical procedures] will be modified and used for complex scenarios.

Grading

EUC Medical School uses the University pass and fail marking scheme.

At the end of each semester and Summer Session, the final grades are posted in the Students Portal, and are recorded on their permanent academic record in the Office of the Registrar.

Letter Grade	Grade Meaning	Grade Points	Percentage Grade
A	Excellent	4.0	90 and above
B+	Very Good	3.5	85-89
B	Good	3.0	80-84
C+	Above Average	2.5	75-79
C	Average	2.0	70-74
D+	Below Average	1.5	65-69
D	Poor	1.0	60-64
F	Failure	0	-
I	Incomplete	0	-
W	Withdrawal	0	-
P	Pass	0	-
AU	Audit	0	-
TR	Transferred	0	-

The grade "I" is awarded where a student has maintained a satisfactory level of performance but was unable to complete a major portion of course work (e.g. term paper or final exam), for reasons deemed acceptable by the instructor. It is the responsibility of the student to justify any failure to complete work required, and to reach an agreement as to how remaining course requirements will be satisfied. Following the award of an "I" mark and in consultation with the course instructor, the student is responsible for fulfilling any outstanding course requirements within the first weeks of the following semester. In exceptional cases, the instructor may extend the existing incomplete grade to the next semester. Failure to complete work within a specified period will result in an "F", which will be recorded as the final grade.

In the case where a student believes that the grade received is different from what was expected, the EUC Charter defines the procedure for appeals. Specifically, the student must exhaust all possibilities of resolving the problem with the pertinent instructor first. If this does not lead to a resolution, the student may appeal against the grade by filing a petition with the Office of the Registrar. The Registrar will forward a copy of the petition to the pertinent Chairperson of Department, who will first ascertain that no error was made by the instructor, and if so will assign an anonymous re-evaluation of the final examination/project to another instructor. In the case of major discrepancy between the instructor's evaluation and the re-evaluation that will require change of grade, the average of the two evaluations will be assigned as the final grade to the final examination/project. Changes of grades resulting from an appeal require the endorsement of the Dean of School. For a petition to be reviewed, a student must appeal within four (4) weeks from the date the results are announced.

Appeal / Grievance.
A committee consisting of a high-rank academic administrator, a high-rank faculty member and a high-rank external member will investigate all appeals / grievances.

Remediation Policy for Absentees or Low GPA

The School of Medicine expects all medical students to fulfill their responsibilities and conduct themselves in a competent, professional manner, and to follow the rules, regulations and policies of the European University of Cyprus and affiliated hospitals, as well as National Law. In the event that a medical student falls short of these expectations, and fails to satisfactorily perform in the educational or training program, the student will be counseled and/or disciplined for his/her actions or inactions. Outlined below is the current course of action that has been decided by the Leadership of the School of Medicine and the Rectorate regarding those students who have failed (grade: F) any course(s), or who have a GPA less than 2.0 and according to 48th Senate decision taken on 28/2/2017 there will be termination of studies as result of GPA lower than 1.7 by the end of year 2 (two).

Once retake exams have be graded, the Faculty of the School of Medicine will assess the case of each individual student with a low GPA (less than 2.0) in order to determine the appropriate course of action regarding the student's future in the School of Medicine. Specifically, students who received a "Letter of Probation" last year and still maintain an unacceptably low GPA will be given only one last opportunity to correct their GPA during the coming Semester. At the end of the Fall semester, these students (e.g. those who have already received a letter of warning in the past), and continue to maintain a very low GPA will receive a "Letter of Termination", with the option to either change their program of study (e.g. biology) or to withdraw from the school.

For those students who, on the other hand, have not yet received a "Letter of Probation" in the past, but perform unsatisfactorily, will receive a "Letter of Probation" at the end of the semester, with subsequent consequences should their performance not improve.

Section II: Academic & Clinical Requirements for MD Program

Curriculum

Overview of the Three-Phased Integrated-Spiral Program

The modules for each Structure & Function Unit are briefly described below, to underscore the integration ladder throughout the basic science years of study to the clinical trainings. Horizontal integration brings together the various disciplines (e.g. Anatomy, Histology, Embryology, Physiology, Biochemistry) for each module, whereas vertical integration is aimed at bringing together basic and clinical sciences, in order to break the traditional divide between preclinical and clinical studies. As such, the knowledge presented in the basic sciences is placed in clinical context and in context of professional practice. The overall aim is to enhance the acquisition of knowledge, skills, attitude, values and professionalism in our students.

Each Unit incorporates multiple teaching modalities, including lectures, case-based learning, team-based learning, problem oriented patient sessions (POPS), laboratories, patient skill laboratories, simulation, computer-assisted learning (CAL), among others. Regular formative assessments, similar to those used at the end of the unit summative assessments, will help students track their progress.

Phase I: Foundations of Medicine (Years 1 -2)

Foundations of Medicine (Phase I) are provided across the first two years of medical education. During this time, students develop the foundational understanding and skills necessary to understand disease processes that will be taught in ***Phase II (Foundations of Clinical Practice***) and begin to care for patients during their medical clerkships (***Phase III: Clinical Medicine Core***). Students begin to form their professional identity from day one, as they learn clinical skills, foundational medical knowledge, and the skills needed to develop into life long learners.

The interdisciplinary units in the Foundations of Medicine phase of the curriculum use a ***multidisciplinary, systems-based, horizontally integrated approach*** to teach the normal structure and function of the body, along the continuum from molecules-to-cell to entire functional systems. During this process, students are also introduced students to basic clinical skills, and abnormalities in structure and function, when appropriate. The disciplines (Cell & Molecular Biology, Biochemistry) and (Anatomy, Histology-Embryology, Physiology, Biochemistry) are integrated and organized into modules based on foundational concepts or on organ systems. The teaching of communication skills is also fully integrated alongside and introduction to the demands of professional practice and care.

Structure & Function: From Molecules to Cells

Year 1, Semester 1

1. Cellular & Molecular Biology
2. Medical Biochemistry I
3. Physics for Biomedical Sciences
4. Introduction to Epidemiology
5. Biostatistics

The first semester presents the basic principles of human biochemistry, cellular & molecular biology and will provide the foundation knowledge to understand the biochemical, molecular, cellular and genetic basis for disease. The courses of this unit proved a wide-range of scientific knowledge that underlies medical practice drawn from biochemistry, genetics, cell biology, molecular biology, etc. This semester includes active-learning components such as simulation lab exercises, small-group instruction and TBL. Also included in this unit is physics for biomedical science, biostatics and an introduction to epidemiology. The later help students' master medical information.

Structure & Function: Body System in Health I

Year 1, Semester 2

(Musculoskeletal, Integumentary, Hemopoietic, Lymphatic, Endocrine, Exocrine Systems)

1. Anatomy I
2. Histology-Embryology I
3. Physiology I
4. Medical Biochemistry II
5. Introduction to Genetics

6. Clinical Practicum I

The second semester will begin with an overview of major body systems, and early development. Integration of disciplines (anatomy, histology, embryology, physiology and biochemistry) will address the introductory principles, the musculoskeletal system, integumentary system, hemopoietic-lymphatic systems, and endocrine/exocrine systems. Throughout the term, students will apply practical (clinical) skills and incorporate new information related to examination of the patient including Adams bending test for spinal deformities, palpation of bony landmarks, muscle function examination, among others.

Structure & Function: Body System in Health II

Year 2, Semester 1

(Organ Systems)

1. Anatomy II
2. Histology-Embryology II
3. Physiology II
4. Human Nutrition & Metabolism
5. Family Medicine – Public Health

The second part of the Structure & Function Body Systems in Health integrates disciplines (anatomy, histology, embryology, physiology and biochemistry) to address primary organ system structure and function (e.g. cardiovascular, respiratory, digestive, urinary and reproductive systems). Among the topics covered are energy generation by metabolism of basic foodstuffs, and the role of nutrition in health and disease, as well as homeostasis. The overview of major organ systems will allow students to begin learning and practicing basic clinical skills, such as listening to heart and lung sounds, palpation of major organs and measuring pulse and respiration rates. Learning will be supplemented by the use of medical imaging, such as radiographs, CTs, MRIs and ultrasound. Students will explore the structure of the organ systems and the physiology underlying their normal function, and relate the development and anatomy of the organs to their microscopic structure and the mechanisms underlying functionality. Students will learn how their functions are integrated and what happens when this normal state is disrupted. Throughout the Unit students will apply practical (clinical) skills and incorporate new information related to examination of the patient including ECG data interpretation, listening to heart sounds and imaging techniques.

Structure & Function: Body System in Health III

Year 2, Semester 2

(Mind, Brain & Behavior)

1. Neuroscience
2. Medical Psychology
3. Basic Immunology-Microbiology
4. Introduction to Clinical Skills
5. Major Elective

This is the third unit of the structure & Function of Body Systems in Health, which is devoted to understanding the central nervous system. Medical Neuroscience is an integrated course, which integrates neuroanatomy, histology, embryology, physiology and biochemistry to understand the structure and function of the central nervous system. Students will examine the gross and microscopic structures of the various regions of the human brain, using models, imaging and virtual microscopy. Students will learn to apply concepts of central neural pathways to the neurological aspect of the physical examination, and will explore how the brain determines aspects of human behavior and consciousness and the consequences of defects that lead to abnormal function.

This unit also introduces students to the basic defense systems of the human body. Appropriate, since the immune system has been considered the "floating brain". Students will learn basic immunological principles and their clinical relevance. They will be introduced students to infectious diseases, the biology of the causative agents and the defense systems that protect against them.

This term students will be introduced to clinical skills related to taking a medical history and performing a physical exam.

Clinical Training Spiral

1st year – **Foundations of Medicine I** are taught in modules that cover traditional synergies related to understanding the Structure and Function of the human body from molecules to cells (e.g. cell biology, biochemistry, genetics), as well as medical information (epidemiology, biostatistics) in the first term and the basic structural components of the human body (anatomy, physiology, histology, embryology, biochemistry) in the second term. Students are given their first introduction to clinical practice in «Clinical Practicum».

2nd year – **Foundations of Medicine II** are taught in modules that cover traditional synergies related to understanding the structure and function of the human body (anatomy, physiology, histology, embryology, biochemistry) that is organized in primary body systems (cardiovascular, pulmonary, renal reproductive and nervous). Instruction of basic clinical skills are promoted via the course and practicum in «Introduction to Clinical Skills», as well as by the use of simulated scenarios.

3rd year – **Foundations of Clinical Practice** focus is on pathophysiology, formation of differential diagnoses, semiology, pathology and pharmacotherapy that is also organized in body systems over the course of the year. Basic clinical skills are further promoted via simulation. Students are also introduced to general surgery, immunology and microbiology.

4th-6th years – **Clinical Medicine Core** forms the final turn of curriculum spiral, with the translation of knowledge and skills into practice, during clinical clerkships.
Themes such as medical ethics, family medicine, public health, etc. span all years and are threaded throughout the basic modules and clinical clerkships.

The curriculum of the School of Medicine, European University Cyprus (EUC) is of total duration of 5685 hours and includes theoretical and clinical training, according to the European Directive 2013/55/EU of the European Council. Students' clinical training is an integral part of their education, of total duration of more than 2200 hours. Clinical training

takes place in pre-determined sites of the public and private sector, following appropriate planning.

The overall objectives of the clinical training of medical students are:

- To familiarize students with the structure, function and capacities of the healthcare system
- To develop clinical skills and successfully combine them with their theoretical knowledge
- To demonstrate and develop communication skills and teamwork
- To apply practical skills in real-life healthcare environments
- To develop professionalism in their daily clinical practice
- To establish the concept of clinical training during medical undergraduate studies
- To create an environment of mutual collaboration and develop ongoing relations between the School of Medicine and the collaborating healthcare sites
- Finally, to equip medical graduates with all necessary practical skills to pursue their postgraduate endeavors

The Clinical Curriculum (Years 4-6, Semesters 7-12)

Core Rotations	ECTS	Weeks
Clinical Training I (Respiratory & Cardiovascular)	15	6
Clinical Training II (Digestive System & Hematology)	15	6
Clinical Training III (Infectious Diseases and Clinical Microbiology)	9	3
Clinical Training IV (Endocrine system, Uro-Nephrological System & Male Genital Tract)	14	6
Clinical Training V (Musculoskeletal System)	7	6
Clinical Training VI (Nervous System & Psychiatry)	15	6
Clinical Training VII (Pediatrics)	12	5
Clinical Training VIII (Dermatology)	6	2.5
Clinical Training IX (Obstetrics & Gynecology)	8	3

Clinical Training X (Ophthalmology)	6	2.5
Clinical Training XI (Otorhinolaryngology)	5	2.5
Clinical Training XII (ER, Toxicology, Oncology & Palliative Care)	14	5
Additional Requirements		
Diagnosis by Imaging	7	2
Clinical Bioethics & Legal Medicine	6	2
Medical Therapeutics	6	1.5
Symptoms & Interpretation Of Complementary Examination Procedures	5	1.5
Primary Care	6	3
Electives		
Healthcare Management		
Clinical Embryology		
Rehabilitation Medicine		
Research Methods & Scientific Writing		
Interventional Radiology		

Medical Student Competencies

The US Accreditation Council on Graduate Medical Education (ACGME) defines six domains thought to be useful in defining "competency"; these are called the core competencies - patient care, medical knowledge, practice-based learning and improvement, professionalism, systems-based practice, and interpersonal skills and communication. While these were initially developed for residency programs, today competencies are used at many levels of professional practice to define and measure an individual's ability and capability. EUC has devised a ***Clinical Competence Building Roadmap*** to guide both instructors and students during their clerkships. (**Appendix VI**)

Clinical Competence Building Roadmap

Year	Knowledge	Attitude	Skills	Milestone	Deliverables
1	Structure And Function – Human Body In Health	Introduction To Patient-Doctor Relationship Health And Safety	Hand Hygiene Glove Use/Disposal Initiating Medical Interview Vital Signs Multicultural And Interdiscplinary Communication	Graded Mpr101 Course – First Clinical Orientation Visit Plus Ward Simulation Workshops	-Year 1 Logbook -Recorded Video Sessions On Interdisciplinary Communication -Written Assessment On Clinical Communication Problems
2	Structure And Function – Human Body In Health And Structured Approach To The Patient (Transition Year)	Dealing With Conflict/Anger Working With Teams Recognizing Opportunities For Prevention And Health Promotion	Nutritional Screening History Taking Ecg Recording Physical Examination Of A Healthy Patient Venous Blood Sampling Iv Catheterization Abgs Sc/Im Injections Mantoux Test	First Clinical Placement In Primary Care In Semester 3 / First Formative Osce In Semester 4	-Year 2 Logbook -Recorded Video Sessions On Team Work And History Taking -10 Completed History And Examination Sets
3	Structure And Function – Human Body In Disease	Breaking The News Passing Information	Suturing Wound Care Iv/Io Placement Ngt/Peg Insertion U/C Placement Intubation/Airway Management Recognizing Abnormal Signs/Symptoms Performing Basic Differential Diagnosis	Formative And Summative Osce In Each Semester Optional Certification In Bls	-Year 3 Logbook -Recorded Video Sessions On Complete Primary/Secondary Assessment Stations

4	Core Clinical Competences – Adults	Triage / Assessing Patient Severity Conducting A Structured Clinical Approach (From History To Treatment) Managing Intimate Examinations Using Decision Support Algorithms And Scores	Diagnosis And Treatment: Cardiovascular / Respiratory / Gi / Blood And Lymphatics / Urinary And Endocrine System Obtaining Cultures Appropriate Choice And Interpretation Of Common Imaging Modalities	Opportunity For Elective Clinical Rotations In Coooperating Hospitals Abroad	-Year 4 Logbook -Use Of Mini Cex And Dops As Assessment Tools In The Clinics (Wpba)
5	Core Clinical Competences – Mental And Child Services	Clinical Approach To Non Cooperative Patients (Minors, Mental Disability) Bioethical Considerations	Diagnosis And Treatment: Musculoskeletal / Nervous System And Skin, Mental And Children's Health		-Year 5 Logbook -Use Of Mini Cex And Dops As Assessment Tools In The Clinics (Wpba)
6	Core Clinical Competences – Mother Health And Emergencies	Multicultural Approach To Care Dealing With Disability (Sensory/Motor/Cognitive) Breaking The News (Death / Cancer / Toxic Agent Use / Abortion / Stillbirth) Working In Teams In Stressful Conditions (Crisis Management)	Diagnosis And Treament: Reproductive System, Eye And Ent Conditions, Poisonings And Emergencies Observation Of Advanced Skills (Lp, Cvc, Chest Tube, Biopsy)	Clinical Elective Free Electives In Both Semesters With A Potential Research Direction Eligibility For Als/ Atls / Phtls Accreditation Usmle Exam (To Practice In Usa)	-Year 6 Logbook -Lpa Assessment -Use Of Mini Cex And Dops As Assessment Tools In The Clinics (Wpba) -Completion Of Individual Portfolio For Residency Applications -Graduation / Issue Of Medical License

Entrustable Professional Activities (EPAs)

The American Association of Medical Colleges (AAMC) has grouped competencies into the following 13 **Entrustable Professional Activities (EPAs)** as a basis for starting postgraduate training in the US.

1. Gather a History and Perform a Physical Examination
2. Prioritize a Differential Diagnosis Following a Clinical Encounter
3. Recommend and Interpret Common Diagnostic and Screening Test
4. Enter and Discuss Orders/Prescriptions
5. Document a Clinical Encounter in the Patient Record
6. Provide an Oral Presentation of a Clinical Encounter
7. Form Clinical Questions and Retrieve Evidence to Advance Patient Care
8. Give or Receive a Patient Handover to Transition Care Responsibility
9. Collaborate as a member of an Interprofessional Team
10. Recognize a Patient Requiring Urgent or Emergent Care, & Initiate Evaluation & management.
11. Obtain Informed Consent for Tests and/or Procedures
12. Perform General Procedures of a Physician
13. Identify System Failures and Contribute to a Culture of Safety and Improvement.

The emphasis of the EUC curriculum is on achieving and demonstrating competency. Student confidence in performing practical and clinical skills is assessed by using a student questionnaire **(Appendix VII).**

Team Based Learning (TBL)

TBL will be applied in all S&F courses. It serves to move the courses away from one-way lecture style, to a more interactive and engaging instruction. The aim of TBL is transform students from passive information receivers, to active collaborators working with each other to learn how to use concepts and course material in practical situations. TBL is a ***"Learn by doing",*** *rather than a* ***"learn by listening approach".*** This teaching tool helps students form self-supported, collaborative & cohesive learning groups. The approach is based on the premise that interactive group collaboration improves the quality and resonance of students' shared learning experiences. Students don't just hear about core concepts, but rather learn how to use these concepts. By collaborating in teams, students develop analytical and empathetic behavioral skillsets, as well as understand the importance of accountability, responsibility and professionalism. All of these skills and attitudes provide practical and valuable advantages for the student later in their career. The effectiveness of TBL is based on long-term learning, learner accountability, incentivized collaboration and frequent learning application feedback.

Practicalities: TBL is used at EUC to allow us to shift towards conceptual understanding to applied use of knowledge in:

- Practical laboratory exercises
- Simulation scenarios
- Clinical Problem/Case Solving & Discussions

- Clinical Problem Presentations

From the onset of the semester, students are divided into teams of 4 to 6 students who will work together during laboratory sessions and clinical problems. Each team selects a team-leader. Group schedules are managed by the professors and are maintained throughout the entire semester. Students are then accountable for coming to laboratory sessions prepared and contributing value to their team. Professors provide immediate & frequent feedback on how students are actually applying concepts.

Self-Directed Learning – Computer Assisted Learning

Computer-Assisted Learning (CAL): augments, enhances and improves instruction of all structure and function modules. It promotes independent learning, problem solving, and allows schedule flexibility. The increased collaboration between disciplines has led to advances in anatomical informatics, three-dimensional modeling and virtual reality methodology, which in turn, have made computer-based structural visualization a new and practical tool for structure and function education. The value of CAL is that it allows individual students to learn at their own personal pace. 3D engagement tools provide interactive models of the human body for students using the web browsers provided in the computer lab or mobile apps. To enhance our educational program at EUC, computer-based instruction and other interactive computer-related activities have been effectively integrated into the total instructional process.

Section III: Student Resources

Library

The Library of the European University Cyprus strives to maintain not only a level of academic excellence but also of flexibility in order to be among the first to adopt to the changes that take place in regards to traditional teaching and teaching methodology. It is due to this flexibility why the library of **EUC (as Cyprus College) first offered online access to a Library webpage in Cyprus and through the webpage to thousands of other sites. Additionally the library added its first electronic journals database in 1996 (Gale's SearchBank/Infotrac) and was one of the first to offer in Cyprus access to Proquest's ABI/Inform and Emerald's Management Insight through its internet facilities.**

The Library is located on the second floor of the South Block Building. It occupies the whole floor and has a total area of 1300 square meters. The Library has a seating capacity of approximately 160 persons.

The university Library is centrally heated and air-conditioned in order to enhance the learning environment of the University. The Library has a Reference Desk (used as an office area for the five librarians), a section of current periodicals, a book collection, a display area for new books and periodicals. The Library is fully computerized in order to assist librarians and students in a variety of ways. Computer terminals are available for the users providing access to the Internet. There are 17 public workstations supporting the needs of users, 3 stations for searching the Library's cataloguing system and 1 station used by the librarians in assisting users and providing training courses. In addition, the library has a computer lab with twenty stations, 2 study/presentation rooms with a sitting capacity for 10 users for each room, and a photocopy room with two machines. Finally, there is a Self Service Station by Nedap library, which contains a barcode, Mifare or RFID reader to identify the user, an RFID reader for the check-in/out process and a touch screen for user interaction. Additionally, the Self Service Station contains a printer for the receipts. The Self Service Station functions as a check-in/check-out combi station.

Located next to the library, as a separate entity, is a reading room with a capacity for 50 students. The reading room has an extended time schedule since it stays open from 8:00a.m. to midnight, seven days a week.

Moodle

Moodle is European University's learning management system (LMS). Developed from a learning-centric perspective rather than a technical administrative perspective, Moodle enables faculty members to enhance their face-to-face teaching and their students' learning by providing an online environment to distribute materials and encourage collaboration and interaction both within and outside the classroom.

USMLE Services

Web-portal

EUC School of Medicine meets the requirements established by **Educational Commission for Foreign Medical Graduates (ECFMG)**, giving opportunity to EUC students and graduates to apply to ECFMG for Certification and Examination in the USA. To facilitate our students who are interested in applying for post-graduate and residency programs in the USA, the Department of Medicine has also established an **ECFMG Medical School Web Portal (EMSWP),** which gives us full access to the ECFMG services for international medical students.

For EUC students who are interested in USMLEs and Residency/Post-graduate programs in the USA, access to the following services is provided:

- **Status Verification:** verify the status of EUC students/graduates who apply to ECFMG for Unites States Medical Licensing Examination (USMLE). **The ECFMG Certification** – assess whether our International Medical Graduates (IMGs) are ready to enter US graduate medical education programs that are accredited by the Accreditation Council for Graduate Medical Education (ACGME). ACGME requires that all international medical graduates who enter ACGME-accredited programs to be certified by ECFMG. ECFMG Certification assures directors of accredited residency and fellowship programs, that international medical graduates have met the standards of eligibility.

- **Credentials Verification**: verify the authenticity of the medical education credentials of EUC students & graduates. [We can verify medical credentials provided by ECFMG; send credentials and their verifications to ECFMG; and/or provide information on graduates' medical education requested by ECFMG.] **The Certification Verification Service** – provides the primary-source for confirmation of ECFMG certification status to residency programs, state medical boards, and other organizations, such as hospitals and HMOs.

- **Performance Data:** EUC can obtain information on the performance of our students/graduates on Step 1, Step 2 clinical Knowledge, and Step 2 Clinical Skills of USMLE.

- **ENSWP Electronic Residency Application Service (ERAS):** EUC can now submit ECFMG supporting documents and tack receipt n behalf of our students/graduates who are participating in the ***Electronic Residency Application Service (ERAS).***

USMLE Examination Preparation

The purpose of this program offered by the EUC is to facilitate this process by providing resources for targeted exam preparation over a total of 3 weeks. Instructions will be provided through 4 lecture units per day covering USMLE 1 and USMLE 2-CK topics one week each. High-yield topics will be selected for specific review, which will be adjusted every cycle. Furthermore, students have access to online question catalogues allowing them to practice newly acquired knowledge. A third week will be dedicated to the specifics of the USMLE 2-CS examination, which requires to perform physical examination and communication with patients and colleagues. The remainder of the third week will be dedicated to introducing the residency application process through the “Match” (National Resident Matching Program (NRMP).

Section IV: Student Health & Services

Health Requirements

Health Requirements for Clinical Rotation

Students need to have all mandatory health requirements completed, documented and cleared, before they can start their clinical rotation. Students must send all documents to the office of the Clinical Training Committee, Eva Charalambous, Administrator at E.Charalambous@euc.ac.cy.

EUC health requirements include:

TB SCREENING AND IMMUNIZATION RECORD

A. TUBERCULOSIS SCREENING
Screening consists of a 2-step skin PPD test or an interferon gamma release assay blood test, e.g. QuantiFERON - TB Gold within 1 year prior to the start of their rotation.

B. MANDATORY IMMUNIZATIONS

1. Measles, mumps, rubella

Students are required to submit either a history of 2 doses of MMR (measles, mumps, rubella) vaccination or laboratory copies of sufficient serum IgG titers for measles, mumps, and rubella. If any of the serum IgG titers indicated non-immunity, students must submit evidence of a MMR vaccination obtained after the non-immune titer date.

2. Hepatitis B

Completion of the hepatitis B series (3 vaccinations) is a mandatory requirement. Students need to submit the dates of vaccination and the results of a serum hepatitis B surface antibody test obtained after the series was completed. If the hepatitis B titer result indicates non-immunity, students should submit proof of one additional vaccine after the titer result date. Students should also check with their personal physician who may advise further vaccines and titers.

1. Tdap vaccination within ten years is mandatory

C. ADDITIONAL VACCINATIONS
Depending on the clinical training site, students might also need to review the health form recommendations for other vaccinations (eg.polio, hepatitis A, varicella zoster, influenza).

D. ANNUAL REQUIREMENTS
After starting clinical training, and to continue, students will be required to submit the following on an annual basis:

1. Tuberculosis screening (as described above)
2. Any changes in their immunization history.

Student Health and Safety

Compliance with health and safety measures is necessary for the proper function of clinical training. These measures concern safety of students, of healthcare workers, of patients and their chaperones.

When concerned over a safety issue or an incident, students should contact their Clinical instructor, Department Clinical Coordinator and/or Hospital Coordinator of Clinical Education. In case of personal safety issues, such as injury or exposure, students should also immediately contact the CTC, either directly or through the Health and Safety Officer.

The student Logbook contains details on student safety matters. In addition, the Clinical Practice Incidence Report Form (Appendix IV) should be completed and submitted to the School, in case of any incidence concerning student safety.

Immunization
Before entering the clinical training and in order to approve their entry in healthcare settings, students should conform to the immunization requirements set by the Ministry of Health **(See above)**

Hand hygiene and isolation precautions

- Standard precautions and Hand hygiene are performed before and after contact with all patients. Indications and technique for hand hygiene follow the World Health Organization guidelines.
- Isolation precautions, personal protective equipment are additional measures that depend on the risk of transmission between patients and healthcare personnel (i.e. contact, droplet, and airborne precautions).
- Gloves are worn for invasive procedures, contact with non-intact skin, mucous membranes, or sterile sites, and at all activities that carry risk of exposure to body fluids or contaminated instruments.

Safe use and disposal of sharps
Incidents with sharps injuries can be prevented with basic practices:

- Do not pass sharps directly from hand to hand
- Always discard in appropriate sharps container immediately after use
- Do not break or bend needle
- Container should be kept within arms' length during use
- Do not attempt to replace cap

Counseling and Mental Health Support

The School of Medicine of the EUC is committed to provide to students scientific excellence and education. Our aim has been to address the multiple needs of students to support them throughout their academic journey. Studying abroad constitutes a major transition in student life. This is further challenged by the high academic standards of studying Medicine. The underpinning philosophy of our School stems from the fundamental values of the World Health Organization about health and wellbeing, emphasizing the role of physical, mental and social health in academic achievement and later life. Congruent with this, we have developed a network of academic and mental health services and resources so as to facilitate our students adapt to the new academic environment, enhance their capacity to personal autonomy and independence and provide additional help to those facing increased stress levels, learning difficulties and other psychosocial problems which are often associated with poor academic performance.

Many students hesitate to disclose their difficulties to universities due to fear of discrimination; however, mental health difficulties are extremely common. There is no standard definition of what constitutes a mental health difficulty. It may include disorders such as depression, anxiety (e.g. panic attacks) as well as schizophrenia, bipolar disorder, obsessive-compulsive disorder (OCD), eating disorders, self harm or even difficulties such as sleeping problems, high stress levels, difficulties in concentration, studying, fail to follow the schedule etc.

Mental health difficulties are more common than we think. Conditions like depression and anxiety count for at least half of the general practitioners visits than any other physical condition. It is estimated that one in four individuals worldwide seek help for mental health problems every year. Our mental health is affected by multiple factors and can be triggered by transitions or stressful events and periods that make us more vulnerable. Mental health problems can be successfully tackled as long as we seek for adequate, appropriate and effective care. Thus, we would like to invite our students to share their academic and mental health concerns with us, at any stage of their academic life: before the admission process, after recruitment, at any level of their studies. All students are treated equally independently of their socio-cultural background, gender, preferences, and physical and mental health difficulties. We value the social diversity and we use mentoring and support to promote the multicultural character of our school.
Students can ask for an appointment with academic counselors to disclose their fears, difficulties and mental health problems. They should expect to:

a) Be treated equally
b) Have some discussion about the nature of their difficulties and how they interfere with their academic performance
c) Develop a plan for action. The plan is mutually developed by the academic counselor and the student and may include counseling, study-groups, referral to mental health professional and reasonable adjustments so as to tailor the academic requirements to the student needs so as to ensure an optimal academic life.

Special Counselor: ***Dr. Irini Agapidakı***
We are committed to build an inclusive and supportive academic community that supports equality of opportunity for everyone.

Section V: Course Catalog & Descriptions

Foundations in Medicine Year 1

MED101 Medical Biochemistry I	
Course Coordinator	Patrikios I., Professor
Instructors	Dimas C., Scientific Collaborator Calder P., Professor, Visiting Faculty
Credits	3
Hours	Lecture : 3 Practical : 4 (Laboratory/Clinic)
Offered	Fall Semester
Description	The objective of the course is to familiarize the students with the Molecular bioavailability, metabolism, storage and biosynthesis of micro and macro molecules and the regulation of their pathways. Description of the biochemical basis of inherited disorders with their associated sequelae of various metabolisms. Description of blood and urine metabolites and their importance in health and disease.

MED102 Cellular & Molecular Biology	
Course Coordinator	Stephanou A., Professor
Instructors	Politis P., Scientific Collaborator
Credits	3
Hours	Lecture : 3 Practical : 4 (Laboratory/Clinic)
Offered	Fall Semester
Description	This course is intended to give the student a broad overview of cellular and molecular biology with respect to human cells. It is designed to acquaint students with the fundamental terms, concepts, and principles of the functioning of human cells in normal and abnormal states. The course will prepare the students to be more familiarized with their courses in cellular physiology and cellular histology. A key part of the course will be the ability to dissect problem scenarios into its key features by thinking in an integrated manner and to looking at problems from different perspectives.

MED103 Physics for Biomedical Sciences	
Course Coordinator	Polycarpou I., Lecturer
Instructors	Kaplanis P., Scientific Collaborator
Credits	3
Hours	Lecture : 4 Practical : 0 (Laboratory/Clinic)
Offered	Fall Semester
Description	This course is intended to introduce students to basic principles, concepts and applications of modern physics that are related and useful to biomedical sciences**.**

MED104 Introduction to Epidemiology	
Course Coordinator	Paraskevis D., Scientific Collaborator
Instructors	
Credits	3
Hours	Lecture : 3 Practical : 0 (Laboratory/Clinic)
Offered	Fall Semester
Description	This course provides an introduction to the skills needed by public health professionals and clinicians to critically interpret the epidemiologic literature and be taught with an emphasis on causal inference in epidemiologic research.

MED105 Biostatistics	
Course Coordinator	Lamnisos D., Associate Professor
Instructors	Giannakou C., Scientific Collaborator Pelagia I., Scientific Collaborator
Credits	3
Hours	Lecture : 2 Practical : 3 (Laboratory/Clinic)
Offered	Fall Semester
Description	This course is intended to provide an introduction to statistical methods and reasoning. Students will understand the concept of sampling variation and its critical role in the construction of confidence intervals and hypothesis testing. The statistical methods will be applied to simple medical datasets using the statistical software SPSS and results will be interpreted.

MED106 Anatomy I	
Course Coordinator	Johnson E., Professor
Instructors	Hadjigeorgiou G., Lecturer Michalinos D., Lecturer Ntourakis D., Lecturer Tsamis K., Scientific Collaborator O'Neil J., Special scientist
Credits	3
Hours	Lecture : 2 Practical : 4 (Laboratory/Clinic)
Offered	Spring Semester
Description	This course aims to familiarize students with the structure of the musculoskeletal system, as well as the integumentary, endocrine, hemopoietic and lymphatic systems of the body, and obtain an understanding of the regional anatomy to describe structures and their relationships to each other, through the study of Gross, Surface and Radiological Anatomy. Detailed Gross Anatomy of the human body, including sectional anatomy, anatomical basis of clinical conditions, living anatomy and radiologic anatomy will be presented. Students will address Clinical Correlations of structure and functions of human body and the anatomical basis for clinical presentations. Surface Anatomy will include the study of Important bony landmarks of the body with important vessels and nerves projections. Radiological Anatomy will include identification of normal anatomical features in commonly used radiographs (plain & contrast), computerized tomography (CT) scans and MRI. The course is designed to integrate a 3-dimensional visualization of structures with function (physiology) and microstructure (histology), and enable students to use that knowledge to solve problem. All lectures, laboratories, group discussions, and clinical problems emphasize integrations of basic science concepts with clinical significance and applications.

MED107 Histology - Embryology I	
Course Coordinator	Nikoloussi E., Professor
Instructors	Nikas I., Lecturer Michaelides A., Lecturer Constantinou Pavlos, Special scientist
Credits	3
Hours	Lecture : 2 Practical : 4 (Laboratory/Clinic)
Offered	Spring Semester
Description	This course is intended to familiarize students with the microstructure (histology) and evolution (embryology) of the musculoskeletal system, as well as the integumentary, endocrine, hemopoietic and lymphatic systems of the body, and obtain an understanding of their regional histology to describe structures and their relationships to each other. It is designed to acquaint Medical students with the fundamental terms, concepts, and principles of the above systems and their cellular population and extracellular matrix morphological functions and structure and to integrate microstructure tissue formation (histology) with evolution of human development (embryology) of the above described systems. It will serve as a connective foundation upon which, Structure and Function courses as Anatomy-Histology-Embryology-Physiology and Biochemistry in Medical sciences will be based. The course is designed to integrate with lectures, laboratories, group discussions, Computer Assisted Learning (CAL) and clinical case problems, a microscopical visualization of those systems' microstructures (in histology) and their development (in embryology), with structure (anatomy) and function (physiology) and enable students to use that knowledge to solve problems in clinical cases.

MED108 Physiology I	
Course Coordinator	Xanthos T., Professor
Instructors	Karpettas N., Lecturer Paschou L., Scientific Collaborator Pessach E., Scientific Collaborator
Credits	3
Hours	Lecture : 2 Practical : 4 (Laboratory/Clinic)
Offered	Spring Semester
Description	The course is intended to give the students a broad overview of specific structures of the human body and their related physiology. The course is intended to familiarize students with the basic concepts of physiological procedures and to allow them to proceed to more advanced biomedical and medical courses

MED109 Medical Biochemistry II	
Course Coordinator	Patrikios I., Professor
Instructors	Dimas C., Scientific Collaborator Calder P., Professor, Visiting Faculty
Credits	3
Hours	Lecture : 2 Practical : 4 (Laboratory/Clinic)
Offered	Spring Semester
Description	The objective of the course is to familiarize students with the biochemical pathways and their relationship with the pathophysiology of diseases and the application of biochemical diagnostic procedures

MED110 Introduction to Genetics	
Course Coordinator	Stephanou A., Professor
Instructors	Politis P., Scientific Collaborator
Credits	3
Hours	Lecture : 2 Practical : 4 (Laboratory/Clinic)
Offered	Spring Semester
Description	This course is intended to give the student a broad overview of basic principles underlying general and medical genetics. The students will also gain current knowledge in the clinical context, covering from the genome structure and function to mutations, screening for inherited disorders. A key part of the course will be the ability to dissect problem scenarios into its key features by thinking in an integrated manner and to looking at problems from different perspectives.

MPR101Clinical Practicum I	
Course Coordinator	Tsioutis C., Lecturer
Instructors	Xanthos T., Professor Angouridis A, Lecturer Agapidaki E, Lecturer Pavli A, Scientific collaborator
Credits	3
Hours	Lecture : 0 Practical : 4 (Laboratory/Clinic)
Offered	Spring Semester
Description	The overall objective is to provide the students with general and safety information about the hospitals and to identify the medical student roles, responsibilities and professional and clinical conduct.

Foundations in Medicine Year 2

MED201 Anatomy II	
Course Coordinator	Johnson E., Professor Hadjigeorgiou G., Lecturer
Instructors	Friehs I., Professor Ntourakis D., Lecturer Karpettas N., Lecturer Michalinos D., Lecturer O'Neil J., Special scientist
Credits	3
Hours	Lecture : 3 Practical : 4 (Laboratory/Clinic)
Offered	Fall Semester
Description	This course aims to familiarize students with the structure of the major systems of the body, and obtain an understanding of the regional anatomy to describe structures and their relationships to each other, through the study of Gross, Surface and Radiological Anatomy. Detailed Gross Anatomy of the human body, including sectional anatomy, anatomical basis of clinical conditions, living anatomy and radiologic anatomy will be presented. Students will address Clinical Correlations of structure and functions of human body and the anatomical basis for clinical presentations. Surface Anatomy will include the study of Important bony landmarks of the body, important vessels and nerves and projection of the outline of heart, its borders, surfaces and valves, lungs, their borders, fissures and hila, pleura, and abdominal and pelvic organs. Radiological Anatomy will include identification of normal anatomical features in commonly used radiographs (plain & contrast), computerized tomography (CT) scans and MRI. The course is designed to integrate a 3-dimensional visualization of structures with function (physiology and biochemistry), microstructure (histology), and development (embryology), and enable students to use that knowledge to solve relevant clinical problems. All lectures, laboratories, group discussions, and clinical problems emphasize integrations of basic science concepts with clinical significance and applications.

MED202 Histology - Embryology II	
Course Coordinator	Nikoloussi E., Professor
Instructors	Michaelides A., Lecturer Nikas I., Lecture Constantinou Pavlos, Special scientist
Credits	3
Hours	Lecture : 3 Practical : 3 (Laboratory/Clinic)
Offered	Fall Semester
Description	This course is aiming to acquaint Medical students to a broad and concrete overview of Histology, i.e. microstructure and Embryology, i.e. evolution of organs and systems with respect to human tissue organization and differentiation in embryological/fetal development. It will familiarize them to the histological microstructure in combination with the structure and function of the human body major organs and systems as: the Respiratory, the Cardiovascular, the Gastrointestinal, the Renal and Urinary System, the Female and the Male Reproductive systems. Teratogenic factors will be analyzed and discussed as structural and functional causative factors inducing types of birth defects to the above described organs and systems , as well as types of their repair and rehabilitation under clinical procedures. Clinical Correlations to microstructure and functions of the human's body above described major organs and their histological basis of clinical presentations related to them will be analyzed. Therefore, Medical students will be acquainted by this course to understand the role of histology and embryology for accurate diagnosis of diseases. Thus, the course is going to serve as a connective foundation upon which, Structure and Function courses as Anatomy-Histology-Embryology-Physiology and Biochemistry in Medical sciences will be based.

MED203 Physiology II	
Course Coordinator	Xanthos T., Professor Karpettas N., Lecturer
Instructors	Pantazopoulos I., Scientific Collaborator Zachariades A., Scientific Collaborator Ioannou K. , Scientific Collaborator Paschou S. , Scientific Collaborator Pessach E. , Scientific Collaborator Trompoukis P. , Assistant.Professor
Credits	3
Hours	Lecture : 3 Practical : 4 (Laboratory/Clinic)
Offered	Fall Semester
Description	The course is intended to provide a broad and extensive function overview of the physiology of the systems of the human body. The course is intended to familiarize students with the physiology of the various systems of the human body, namely respiratory, cardiovascular, gastrointestinal, renal and reproductive systems. The purpose of the course is to explain the physiological basis of systems homeostasis and to introduce basic mechanisms which are deranged in disease. This will allow students to proceed to more advanced medical courses such as pathophysiology and semiology

MED204 Human Nutrition & Metabolism	
Course Coordinator	Patrikios I., Professor
Instructors	Dimas C., Scientific Collaborator Calder P., Visiting Faculty
Credits	3
Hours	Lecture : 3 Practical : 3 (Laboratory/Clinic)
Offered	Fall Semester
Description	• The objective of the course is to familiarize the students with the Molecular bioavailability, metabolism, storage and biosynthesis of micro and macro molecules and the regulation of their pathways. • Description of the biochemical basis of inherited disorders with their associated sequelae of various metabolisms. • Description of blood and urine metabolites and their importance in health and disease.

MED205 Family Medicine & Public Health	
Course Coordinator	Agapidaki E., Lecturer
Instructors	Pavli A. ,Scientific Collaborator Lavranos G., Associate Professor
Credits	3
Hours	Lecture : 4 Practical : 0 (Laboratory/Clinic)
Offered	Fall Semester
Description	This course is intended to give the student a broad overview of Family Medicine and Public Health. It is designed to acquaint students with the fundamental terms, concepts, values and principles of the discipline of Family Medicine and to open the field of Public health and its complexities.

MED206 Neuroscience	
Course Coordinator	Johnson E., Professor
Instructors	Hadjigeorgiou G., Lecturer Michalinos D., Lecturer Friehs G., Professor Zerris V., Professor Tsamis K., Scientific Collaborator O'Neil J., Special scientist
Credits	3
Hours	Lecture : 4 Practical : 4 (Laboratory/Clinic)
Offered	Fall Semester
Description	Neuroscience is an integrated course that aims to familiarize students with the basic concepts about the organization, structure and function of the human central nervous system and the sensory organs, which emphasizes the multidisciplinary study of the central nervous system through the study of Gross and Radiological Anatomy, Histology, Embryology and Neurophysiology. Detailed Gross Anatomy of the human body, including

	sectional anatomy, anatomical basis of clinical conditions, and radiologic anatomy will be presented. Students will address Clinical Correlations of structure and functions of human body and the anatomical and developmental basis for clinical presentations. Radiological Anatomy will include identification of normal anatomical features in commonly used radiographs (plain & contrast), computerized tomography (CT) scans and MRI. The aim is to enable students to apply these fundamental principles toward understanding nervous system function and dysfunction, toward clinical problem-solving in relation to disorders that affect the nervous system and to provide the necessary foundation in neuroscience upon which students can build for the rest of the training. The course is designed to integrate a 3-dimensional visualization of structures (anatomy) with function (physiology) and microstructure (histology) and development (embryology), and enable students to use that knowledge to solve clinical problems. All lectures, laboratories, group discussions, and clinical problems emphasize the integration of basic science concepts with clinical significance and applications.

MED207 Medical Psychology	
Course Coordinator	Agapidaki E., Lecturer
Instructors	
Credits	3
Hours	Lecture : 3 Practical : 0 (Laboratory/Clinic)
Offered	Fall Semester
Description	The objective of the course is to familiarize students with • The basis of normal human behaviour and its changes. • The techniques of doctor – patient communication in health and disease

MED208 Basic Immunology & Microbiology	
Course Coordinator	Petrou M., Scientific Collaborator
Instructors	Patrikios I., Professor Stephanou A., Professor Efstratiou A, Adjunct Professor
Credits	3
Hours	Lecture : 4 Practical : 3 (Laboratory/Clinic)
Offered	Fall Semester
Description	The purpose and objectives of this course is the provision of general and fundamental knowledge in basic microbiology and immunology principles to medical students so as to prepare them for the more advanced Medical Microbiology, infectious and autoimmune diseases. In more detail, to familiarize students with the multiple roles, the structure, nutritional/environmental requirements and taxonomy of bacterial, fungal,

	viral and parasitic agents, their replication/growth, and virulence and how this leads to the disease. The course should also provide knowledge about physical and chemical methods of control, and basic laboratory methods of isolation and identification of the main pathogens. In immunology, basic topics will be covered such as the description of cells and organs of the immune system; the innate immune system including humoral mechanisms: cytokines & complement; an overview of the adaptive immune system including antigen processing & presentation; the activation and regulation of innate and adaptive immunity including cellular mechanisms & receptor, immunization principles and defense mechanisms of the human host. Hypersensitivity and autoimmunity reactions will be explained, including tumor immunology and immunodeficiency. The course will cover also the subject of vaccination and the and new types of vaccines. The lab covers basic microbiology techniques of cultures, stains isolation and identification of the most common pathogens.

MED209 Introduction to Clinical Skills	
Course Coordinator	Xanthos T., Professor
Instructors	Ntourakis D., Lecturer Karpetas N., Lecture Michalinos A., Lecture Trompoukis P., Assistant.Professor
Credits	3
Hours	Lecture : 3 Practical : 4 (Laboratory/Clinic)
Offered	Fall Semester
Description	The course purpose is to document and explain how to talk with patient, take the history from a patient, examine a patient, formulate the findings into differential diagnoses and rank these in order of probability.

Foundations of Clinical Practice Year 3

MED301 Pathophysiology I	
Course Coordinator	Xanthos T., Professor Angourides A., Lecturer
Instructors	Rizos E. Adjunct Asst.Professor. Karpetas N., Lecture Tsioutis C., Lecturer Michalinos A., Lecture Trompoukis P., Assistant.Professor Constantinou Paschalis, Special scientist Antoniou S., Scientific Collaborator Bourantas L., Scientific Collaborator Margetis N., Scientific Collaborator Paschou S., Scientific Collaborator Pessach E., Scientific Collaborator
Credits	3
Hours	Lecture : 3 Practical : 3 (Laboratory/Clinic)
Offered	Fall Semester
Description	The course is intended to familiarize the students with the basic pathophysiological derangements leading to different symptoms and signs. The objective of this course is to enhance the students' knowledge regarding the detailed pathophysiological mechanisms of disease. The course aims at allowing students to progress to more advanced medical courses such as Internal Medicine and the various medical specialties. The objective of the course is to familiarize students with The pathogenesis of diseases of the different bodily systems, with consideration of possible mechanisms and underlying metabolic derangements, and their manifestation of • Clinical Immunology • Rheumatology • Hematological diseases • Gastrointestinal diseases-liver, biliary tract and pancreatic diseases

MED302 Pathology I	
Course Coordinator	Nikas I., Lecturer
Instructors	Michaelides C., Lecturer Constantinou Pavlos, Special scientist
Credits	3
Hours	Lecture : 3 Practical : 3 (Laboratory/Clinic)
Offered	Fall Semester
Description	This course is intended to familiarize students with Pathology, also its broad applications and clinical significance. It is designed to acquaint students with the study of Disease in multiple levels -e.g. molecular, etiologic, pathogenetic, morphologic, prognostic- and connect this knowledge with the other Disease courses of the medical curriculum that run in parallel (Pathophysiology I, Semiology I, and Pharmacology I). The purpose of this course is to serve as a bridge between basic science and clinical practice and use Pathology as a means to understand Disease.

MED303 Pharmacology I	
Course Coordinator	Polissidis A, Scientific collaborator
Instructors	O'Neil J, Special scientist
Credits	3
Hours	Lecture : 3 Practical : 3 (Laboratory/Clinic)
Offered	Fall Semester
Description	The course is intended το familiarize the students with the basic pharmacological concepts and provide the basic pharmacology of specific systems. The objective of this course is to enhance the students' knowledge regarding the detailed pharmacological agents needed to treat disease. The course aims at allowing students to progress to more advanced medical courses such as Internal Medicine and the various medical specialties. The objective of the course is to familiarize students with The pharmacology of the different bodily systems, along with general principles of pharmacology • Clinical Immunology • Rheumatology • Hematological diseases • Gastrointestinal diseases-liver, biliary tract and pancreatic diseases

MED304 Semiology I	
Course Coordinator	Tsioutis C., Lecturer Angouridis A., Lecturer
Instructors	Antoniou S., Scientific Collaborator Bourantas L., Scientific Collaborator Margetis N., Scientific Collaborator Paschou S., Scientific Collaborator Pessach E., Scientific Collaborator
Credits	3
Hours	Lecture : 3 Practical : 3 (Laboratory/Clinic)
Offered	Fall Semester
Description	The course is intended to familiarize students with the basic components of history taking and physical examination and to help them identify normal clinical findings, as well as common signs and symptoms of Rheumatology / Clinical Immunology, Hematology, Gastrenterology (including liver, biliary tract and pancreatic diseases), Skin and Reproductive system. In addition, the course aims to help students develop communicating skills with their patients and their environment. Students will learn to apply all necessary steps leading to a complete patient history, to the development of a medical report and to the diagnostic approach of a patient.

MED305 General Surgery	
Course Coordinator	Ntourakis D., Lecturer
Instructors	Fries I., Professor Hadjigeorgiou G., Lecturer Michalinos A., Lecturer Trompoukis P., Assistant.Professor Antoniou S., Scientific Collaborator
Credits	3
Hours	Lecture : 3 Practical : 4 (Laboratory/Clinic)
Offered	Fall Semester
Description	Basic General Surgery is the introductory course to clinical surgery. It is a 13-week course comprised of amphitheater lectures, laboratory skill-stations, problem based learning modules, simulation training and hospital clinical training. This course aims to provide a motivating learning environment in which the students may acquire the surgical knowledge and the technical skills necessary for their clinical practice.

MED306 Pathophysiology II	
Course Coordinator	Xanthos T., Professor Angourides A., Lecturer
Instructors	Rizos E., Adjunct Asst.Professor. Karpetas N., Lecture Tsioutis C., Lecturer Michalinos A., Lecture Trompoukis P., Assistant.Professor Constantinou Paschalis, Special scientist Antoniou S., Scientific Collaborator Bourantas L., Scientific Collaborator Margetis N., Scientific Collaborator Paschou S., Scientific Collaborator Pessach E., Scientific Collaborator
Credits	3
Hours	Lecture : 3 Practical : 3 (Laboratory/Clinic)
Offered	Spring Semester
Description	The course is intended to familiarize the students with the basic pathophysiological derangements leading to different symptoms and signs. The objective of this course is to enhance the students' knowledge regarding the detailed pathophysiological mechanisms of disease. The course aims at allowing students to progress to more advanced medical courses such as Internal Medicine and the various medical specialties. The objective of the course is to familiarize students with The pathogenesis of diseases of the different bodily systems, with consideration of possible mechanisms and underlying metabolic derangements, and their manifestation of • Circulatory System, • Respiratory System, • Endocrine and genital pathophysiology, • Urinary Tract diseases

MED307 Medical Microbiology	
Course Coordinator	Petrou M., Scientific Collaborator
Instructors	Efstratiou A, Adjunct Professor
Credits	3
Hours	Lecture : 3 Practical : 3 (Laboratory/Clinic)
Offered	Spring Semester
Description	The ultimate goal of this course is to get students to understand how infectious diseases are caused by microbes and how to recognize, prevent and treat them, so as to prepare them for entry into the clinical curriculum and to provide students with an introduction to infectious diseases that will sustain them through their future medical career.

MED308 Pathology II	
Course Coordinator	Nikas I., Lecturer
Instructors	Michaelides C., Lecturer Constantinou Pavlos, Special scientist
Credits	3
Hours	Lecture : 3 Practical : 3 (Laboratory/Clinic)
Offered	Spring Semester
Description	This course is intended to continue giving students a broad overview of Pathology and it is a sequel of Pathology I. Pathology II is designed to help students understand Disease in multiple levels -e.g. molecular, etiologic, pathogenetic, morphologic, prognostic- and connect this knowledge with the other Disease courses of the medical curriculum that run in parallel (Pathophysiology II, Semiology II, and Pharmacology II).The course aims to correlate basic with clinical science and to serve as a foundation to support students develop an integrated approach towards understanding Disease

MED309 Pharmacology II	
Course Coordinator	Polissidis A, Scientific collaborator
Instructors	O'Neil J, Special scientist
Credits	3
Hours	Lecture : 3 Practical : 3 (Laboratory/Clinic)
Offered	Spring Semester
Description	The course is intended το familiarize the students with the basic pharmacological concepts and provide the basic pharmacology of specific systems. The objective of this course is to enhance the students' knowledge regarding the detailed pharmacological agents needed to treat disease. The course aims at allowing students to progress to more advanced medical courses such as Internal Medicine and the various medical specialties. The objective of the course is to familiarize students with the pharmacology of • Circulatory System, • Respiratory System, • Endocrine and genital pathophysiology, • Urinary Tract diseases

MED310 Semiology II	
Course Coordinator	Tsioutis C., Lecturer Angourides A., Lecturer
Instructors	Antoniou S., Scientific Collaborator Bourantas L., Scientific Collaborator Margetis N., Scientific Collaborator Paschou S., Scientific Collaborator Pessach E., Scientific Collaborator
Credits	3
Hours	Lecture : 3 Practical : 3 (Laboratory/Clinic)
Offered	Spring Semester
Description	The course is intended to familiarize students with the basic components of history taking and physical examination and to help them identify normal clinical findings, as well as common signs and symptoms of the Circulatory System, Respiratory System, Endocrinology, and Urinary tract System. In addition, the course aims to help students develop communicating skills with their patients and their environment. Students will learn to apply all necessary steps leading to a complete patient history, to the development of a medical report and to the diagnostic approach of a patient.

Clinical Medicine Core Year 4

MED407 Clinical Training I (Respiratory and Cardiovascular System)	
Course Coordinator	Pantazopoulos I., Scientific Collaborator, respiratory Karpettas N., Lecturer, cardiovascular
Instructors	Zachariades A., Scientific Collaborator -Resp. Toumbis M., Scientific Collaborator -Resp. Chatzis D., Scientific Collaborator -Cardio Andrikopoulos G. , Scientific Collaborator -Cardio
Credits	6
Hours	Lecture : 4 Practical : 16 (Laboratory/Clinic)
Offered	Fall Semester
Description	The objective of the course is to familiarize students with • The clinical manifestations, diagnosis, medical and surgical management and prevention of the diseases of o The immune, cardiovascular and respiratory system

MED417 Clinical Training II (Digestive System and Hematology)	
Course Coordinator	Margetis N., Scientific Collaborator – GI Bourantas L., Scientific Collaborator – Hematology
Instructors	Potamitis G.,Scientific Collaborator –GI Rokkas T., Visiting Faculty -GI Gerotziafas G., Scientific Collaborator – Hematology Danilatou V., Scientific Collaborator –Hematology
Credits	6
Hours	Lecture : 4 Practical : 16 (Laboratory/Clinic)
Offered	Fall Semester
Description	The objective of the course is to familiarize students with • The clinical manifestations, diagnosis, medical and surgical management and prevention of the diseases of •The digestive system and the blood and blood forming organs

MED322 Diagnosis By Imaging	
Course Coordinator	Striggaris K., Visiting Faculry
Instructors	Tsitskari M., Scientific Collaborator Chlapoutaki C., Visiting Faculty
Credits	3
Hours	Lecture : 5 Practical : 2 (Laboratory/Clinic)
Offered	Spring Semester
Description	The objective of the course is to familiarize students with • The fundamentals of diagnostic image interpretation and clinical indications for imaging examinations and special procedures • The principles of protection from ionizing radiation

MED408 Clinical Training III (Infectious Diseases and Clinical Microbiology)	
Course Coordinator	Tsioutis C., Lecturer
Instructors	Petrikkos G., Professor Zaoutis T, Professor Tsiodras S., Scientific Collaborator Pavli A., Scientific Collaborator Vasilogiannakopoulos A, Scientific Collaborator
Credits	3
Hours	Lecture : 4 Practical : 6 (Laboratory/Clinic)
Offered	Spring Semester
Description	The objective of the course is to familiarize students with • The clinical manifestations, diagnosis, medical and surgical management and prevention of the infectious diseases

MED418 Clinical Training IV (Endocrine System, Uro-Nephrological System and Male Genital Tract)	
Course Coordinator	Paschou S., Scientific Collaborator - Endocrine Hadjigavriel M., Scientific Collaborator – Nephrology Protogerou V., Scientific Collaborator - MGT
Instructors	Ioannou I., Scientific Collaborator –Nephrology
Credits	6
Hours	Lecture : 5 Practical : 14 (Laboratory/Clinic)
Offered	Spring Semester
Description	The objective of the course is to familiarize students with •The clinical manifestations, diagnosis, medical and surgical management and prevention of the diseases of •The endocrine and uro-nephrological system and the male genital tract

Clinical Medicine Core Year 5

MED509 Clinical Training V (Musculoskeletal System)	
Course Coordinator	Tsioutis C., Lecturer –Rheumatology Zibis A., Scientific Collaborator – Orthopaedics
Instructors	Ristanis S., Scientific Collaborator - Orthopaedics Starantzis K., Scientific Collaborator - Orthopaedics
Credits	6
Hours	Lecture : 4 Practical : 16 (Laboratory/Clinic)
Offered	Fall Semester
Description	The objective of the course is to familiarize students with •The clinical manifestations, diagnosis, medical and surgical management and prevention of the diseases of the Musculoskeletal System

MED519 Clinical Training VI (Nervous System and Psychiatry)	
Course Coordinator	Hadjigeorgiou G., Lecturer—Neurosurgery Soldatos R., Scientific Collaborator - Psychiatry
Instructors	Tsamis K., Scientific Collaborator –Neurology Grigoriadis N., Scientific Collaborator -Neurology
Credits	6
Hours	Lecture : 6 Practical : 14 (Laboratory/Clinic)
Offered	Fall Semester
Description	The objective of the course is to familiarize students with • The clinical manifestations, diagnosis, medical and surgical management and prevention of the diseases of • The nervous system and of psychiatric disorders

MED428 Clinical Bioethics and Legal Medicine	
Course Coordinator	O'Neil J., Special Scientist Nicolaides L., Scientific Collaborator
Instructors	Vanezis P., Visiting Faculty
Credits	3
Hours	Lecture : 7 Practical : 0 (Laboratory/Clinic)
Offered	Spring Semester
Description	The objective of the course is to familiarize students with •The essential values and other elements of the medical profession, including the principal ethics and legal responsibilities. •The application of the principles of social justice to professional practice and the respect to the autonomy, privacy, beliefs and culture of the patient. •The methods and applications of forensic medicine and medical jurisprudence

MED510 Clinical Training VII (Pediatrics)	
Course Coordinator	Zaoutis T, Professor Hadjipanayis A., Assistant Professor
Instructors	Efstathiou L., Scientific Collaborator Syngelou A., Scientific Collaborator
Credits	6
Hours	Lecture : 4 Practical : 12 (Laboratory/Clinic)
Offered	Spring Semester
Description	The objective of the course is to familiarize students with •The process of normal growth of children from birth to adolescence and of growth abnormalities • The development of the cognitive and mental functions of children • The clinical manifestations, management and counselling of genetic disorders • The clinical manifestations, diagnosis, medical and surgical management and prevention of the diseases of children

MED520 Clinical Training VIII (Dermatology)	
Course Coordinator	Rigopoulos D., Scientific Collaborator
Instructors	Constantinou Paschalis, Scientific Collaborator
Credits	3
Hours	Lecture : 2 Practical : 6 (Laboratory/Clinic)
Offered	Spring Semester
Description	The objective of the course is to familiarize students with •The clinical manifestations, diagnosis, medical and surgical management and prevention of the diseases of •The skin and dermatological system

MED530 Medical Therapeutics	
Course Coordinator	Angouridis A, Lecturer
Instructors	Tsioutis C, Lecturer Karpettas N, Lecturer Daskalopoulos E, Scientific Collaborator Rizos E, Adjunct Assistant Professor Katsiki N., Scientific Collaborator Lampadiari V., Scientific Collaborator
Credits	3
Hours	Lecture : 4 Practical : 1 (Laboratory/Clinic)
Offered	Spring Semester
Description	The objective of the course is to familiarize students with •The methods of administering medical treatments, the safe prescription of pharmaceutical agents and the process of pharmacovigilance

Clinical Medicine Core Year 6

MED661	Symptoms and Interpretation of Complementary Examination Procedures
Course Coordinator	Rizos E, Adjunct Assistant Professor.
Instructors	
Credits	3
Hours	Lecture : 3 Practical : 1 (Laboratory/Clinic)
Offered	Fall Semester
Description	The objective of the course is to familiarize students with • The methods, applications and interpretation of diagnostic techniques

MED611	Professional Traineeship I (Clinical Training IX (Obstetrics and Gynecology)
Course Coordinator	Trompoukis P., Assistant.Professor
Instructors	Kreatsa M., Scientific Collaborator
Credits	3
Hours	Lecture : 4 Practical : 6 (Laboratory/Clinic)
Offered	Fall Semester
Description	The objective of the course is to familiarize students with •The concepts and practices of obstetrics, including pregnancy, birth and puerperium, and contraceptive methods •The clinical manifestations, diagnosis, medical and surgical management and prevention of the diseases of the gynaecological system

MED621	Professional Traineeship II (Clinical Training X (Ophthalmology)
Course Coordinator	Siganos D., Scientific Collaborator
Instructors	Georgiou T., Scientific Collaborator Boboridis K., Scientific Collaborator Ntinioti T., Scientific Collaborator Topouzis F., Scientific Collaborator
Credits	3
Hours	Lecture : 2 Practical : 6 (Laboratory/Clinic)
Offered	Fall Semester
Description	The objective of the course is to familiarize students with • The clinical manifestations, diagnosis, medical and surgical management and prevention of the diseases of the ophthalmologic system

MED631 Primary Care	
Course Coordinator	Symeou A., Special scientist
Instructors	Agapidaki E., Lecturer Pavli A., Scientific Collaborator Varounis C., Scientific Collaborator
Credits	3
Hours	Lecture : 2 Practical : 8 (Laboratory/Clinic)
Offered	Fall Semester
Description	The objective of the course is to familiarize students with •The diagnosis, management and prevention of the most common diseases encountered in primary care •The special features of the doctor-patient relationship in primary care •The functions and services provided by primary care

MED612 Professional Traineeship III (Clinical Training XI (Otorhinolaryngology)	
Course Coordinator	TBA
Instructors	TBA
Credits	3
Hours	Lecture : 2 Practical : 6 (Laboratory/Clinic)
Offered	Spring Semester
Description	The objective of the course is to familiarize students with •The clinical manifestations, diagnosis, medical and surgical management and prevention of the diseases of the Ear, Nose and Throat

MED622 Professional Traineeship IV (Clinical Training XII (ER, Toxicology, Oncology and Palliative Care)	
Course Coordinator	Zamboglou N, Professor (Oncology)
Instructors	
Credits	6
Hours	Lecture : 4 Practical : 12 (Laboratory/Clinic)
Offered	Spring Semester
Description	The objective of the course is to familiarize students with •The clinical manifestations, diagnosis, medical and surgical management and prevention of the neoplastic diseases, including palliative care •The management of medical emergencies and acute intoxications

Elective Courses (Pre-Clinical and Clinical)

MED216 – Medical Humanities & History	
Course Coordinator	Friehs I., Associate Professor
Instructors	
Credits	3
Hours	Lecture : 3 Practical : 0 (Laboratory/Clinic)
Offered	Fall Semester (Major Elective)
Description	Medical Humanities is concerned with addressing the human side of medicine and as such draws theoretical, critical and practical insights from across the social sciences and the arts to explore the meanings attached to illness, disease, embodiment, disability, health and therapeutic encounters (from both a professional and patient perspective). It embraces matters of ethics, aesthetics, history, representation and reflective practice. History of medicine addresses the changes and developments in Western medicine from the Ancient Greek world to the modern times. The course will discuss the varieties of theory and practice of medicine, the understandings of the body and illness, and the historical contexts in which medicine can be understood in the pre-modern world, including classical Greek and Roman society, medieval Islamic and Western cultures, and Renaissance and early modern periods.

MED604 Research Methodology and Scientific Writing (Free Elective)	
Course Coordinator	Stephanou A., Professor
Instructors	Agapidaki I, Lecturer Antoniou S, Scientific Collaborator
Credits	3
Hours	Lecture : 3 Practical : 1 (Laboratory/Clinic)
Offered	Fall Semester
Description	This is a basic introductory course in research methodology that will also include statistical analyses and covers a comprehensive range of topics for students that will allow them to apply quantitative/qualitative research using a critical thinking approach. Moreover, examples of clinical trial studies, protocols and international guidelines for that purposes will also be discussed. This is a theory-based course along with exercising on research proposition and with plenty of opportunities to apply the concepts via practical and interactive activities integrated throughout the course.

MAJOR ELECTIVE (TBA)	
Course Coordinator	
Instructors	
Credits	3
Hours	Lecture : Practical : (Laboratory/Clinic)
Offered	Spring Semester
Description	

FREE ELECTIVE (TBA)	
Course Coordinator	
Instructors	
Credits	3
Hours	Lecture : Practical : (Laboratory/Clinic)
Offered	Spring Semester
Description	