

Course Title	Neurology-Neurophysiology				
Course Code	PHYS102				
Course Type	Compulsory				
Level	Bachelor (Level 1)				
Year / Semester	1 st / Spring				
Instructor's Name	Dr Julia Moissoglou – Missitzi, Dr George Miltiadous				
ECTS	3	Lectures / week	2	Laboratories/week	
Course Purpose	The aim of the course is to provide students with the basic knowledge of neurology and neurophysiology necessary for the understanding, evaluation, prevention and physiotherapeutic rehabilitation of neurological diseases in adults and children. In particular, the course aims at the identification and comprehension of pathology and trauma in the nervous system, as well as the medical methods of prevention and treatment, which the physiotherapist needs to know for the proper evaluation and rehabilitation of the problems of the neurological patient.				
Learning Outcomes	<p>Upon completion of the course, the learner is expected to be able to:</p> <ul style="list-style-type: none"> • recall and explain the normal structure and function of the nervous system • recognize and evaluate the symptoms of diseases of the central and peripheral nervous system as well as the autonomic nervous system • recognize the symptoms of injuries to the central and peripheral nervous system • recognize and describe the clinical picture of cerebral palsy, of hemiplegia, paraplegia and quadriplegia, as well as other disorders • recognizes the importance of medical interventions in diseases and injuries of the nervous system • recognizes and identifies the role that Physiotherapy will play in any malfunction of the nervous system • correlates and appreciates the new scientific findings presented in the international literature in the field of Neurology. 				
Prerequisites	None	Co-requisites		None	
Course Content	<ul style="list-style-type: none"> • Introduction. The nervous tissue - neurons - The neuroglia • The nervous system - The brain - The spinal cord - The meninges - The cerebrospinal fluid - The cerebral nerves - The spinal nerves • Formation of the nervous system - conformation of the brain - spinal cord physique • Sensory disorders, sensory examination 				

	<ul style="list-style-type: none"> • Mobility disorders - disorders of voluntary movements - hemiplegia - paraplegia - quadriplegia - disorders of muscle tone - the extrapyramidal system - extrapyramidal syndromes - parkinsonian syndrome - choreas - disturbances of the cooperation of movements - cerebellum - cerebellar syndrome • Cerebral palsy • Injuries of the nervous system - brain injuries - spinal cord injuries - peripheral nerve injuries • Tumors of the nervous system • Neuritis - neuropathies - acute infectious polyneuropathy • Special neurological problems - multiple sclerosis - spina bifida hydrocephalus - motor neuron disease - polio - meningitis - spinal phthisis - hereditary-familial ataxias - muscle diseases - myasthenia gravis, aphasias - agnosias - apraxias, dementias
<p>Teaching Methodology</p>	<p>The course is delivered to the students through lectures, using computer-based presentations programmes. Case Studies, Discussion, Questions / Answers are also used depending on the content of the lecture. Lecture notes and presentations are available online for use by students in combination with textbooks. Relevant material published in international scientific journals is also used to follow the latest developments related to the subject of the course.</p>
<p>Bibliography</p>	<p><u>Textbooks:</u></p> <p>Logthetis, I. and Mylonas, I., 2016. Neurology. 5th ed. Thessaloniki: University Studio Press. (In Greek)</p> <p>Guyton and Hall, 2011. Human Physiology and Disease Mechanisms. Publisher: Parisianou S.A. (In Greek)</p> <p>Kimiskidis Vasiliis (2017) Clinical Neurophysiology. In: Daroff B, Jankovic J, Mazziotta C, Pomeroyl, Bradley's Neurology in Clinical Practice 7th Ed. University Studio Press.</p> <p>Martin, S. and Kessler M., 2015. Physiotherapeutic interventions in patients with neurological diseases. Konstantaras Publications</p> <p>Rosboglou S., 2015. Neurological Physiotherapy. Kyriakides Publications. (In Greek)</p> <p>Neary, D. & Crossman. A.R., 2016. Neuroanatomy - Color illustrated manual. Publisher: Parisianou S.A.</p> <p>Platzer, W., Fritsch, H., Kohnel, W., Kahle W., Frotscher, M., 2011. Manual of Descriptive Anatomy. 3rd improved version. Nicosia: Broken Hill Publishers LTD</p>

<p style="text-align: center;">Assessment</p>	<p><u>Continuous Assessment (50%):</u></p> <p>The assessment may include any combination of the following:</p> <ul style="list-style-type: none"> • Written and/or oral, and it consists of multiple – choice, short answer, open ended questions and/or essay questions, that align with the learning outcomes, in order to assess the theoretical knowledge gained. The questions ensure that students will demonstrate a deep understanding of the subject matter and apply their knowledge to solve problems or analyse scenarios. • Assignments and projects provide opportunities for students to apply their theoretical knowledge in practical ways. The assignments are designed in a way that require critical thinking, research, analysis, and synthesis of information. Projects can be individual, self directed learning or group-based and should align with the learning outcomes. Students are evaluated on the quality of their work, the depth of understanding displayed, and their ability to effectively communicate their ideas. Assignments and projects may be individual or group work. • Use of case studies or problem-solving exercises to assess how students can apply theoretical knowledge to real-life situations. Students are presented with scenarios that require analysis, critical thinking, and the application of theoretical concepts and they are assessed based on their ability to perform verbal presentations, viva voce examinations, identify and evaluate relevant information, propose solutions, and provide justifications for their choices. • Online quizzes or interactive assessments: Online quizzes or interactive assessments, reflective writing can be used through the Moodle platform, to create quizzes with various question formats. These assessments can be self-paced or timed, and immediate feedback can be provided to students. • Classroom discussions and debates: Students engage in classroom discussions and debates to assess their theoretical knowledge. Active participation is encouraged to hone their critical thinking skills by posing open-ended questions and facilitating dialogue. • Peer and self-assessment: Students are assigned to review and provide feedback on each other's work, encouraging them to critically evaluate their peers' understanding and provide constructive suggestions. <p>Final Exam (50%): comprehensive final exam, to assess students' overall theoretical knowledge. These assessments cover a broader range of topics and learning outcomes from the entire program of study, to gauge the students' understanding and integration of knowledge across different areas.</p>
	<p>Language</p>