

<b>Course Title</b>	<b>Pathology - Pathophysiology - Rheumatology</b>				
<b>Course Code</b>	PHYS201				
<b>Course Type</b>	Compulsory				
<b>Level</b>	Bachelor (Level 1)				
<b>Year / Semester</b>	2 <sup>d</sup> / Fall				
<b>Instructor's Name</b>	Dr Marista Gourni, Dr George Miltiadous				
<b>ECTS</b>	6	<b>Lectures / week</b>	3	<b>Laboratories/week</b>	
<b>Course Purpose</b>	The purpose of this course is to facilitate students to develop the necessary basic knowledge of pathology, pathophysiology and rheumatology, which are necessary for the theoretical training of the Physiotherapist in the practice of his profession. The course prepares students to be able to recognize and correlate the diseases of the various systems of the human body as well as all types of rheumatoid arthritis.				
<b>Learning Outcomes</b>	<p>Upon completion of the course, the student is expected to be able to:</p> <ul style="list-style-type: none"> <li>• describe the most common human diseases</li> <li>• recognize the peculiarities of clinical evaluation</li> <li>• analyze the clinical picture of the various systems of the human body</li> <li>• correlate the patient's history with the main diseases</li> <li>• develop a clinical differential diagnostic process</li> <li>• recognize and explain the pathophysiology of the various systems and organs</li> <li>• correlate knowledge from pathology and Rheumatology with physiotherapeutic evaluation and clinical reasoning in the selection of physiotherapeutic interventions.</li> </ul>				
<b>Prerequisites</b>	None	<b>Co-requisites</b>		None	
<b>Course Content</b>	<ul style="list-style-type: none"> <li>• Clinical examination of patient disease determination, description of symptoms, signs, differential diagnosis</li> <li>• Rheumatic diseases. Collagen diseases. Rheumatism</li> <li>• Diseases of the musculoskeletal system (joints, bones, ligaments, etc.)</li> <li>• Early identification of severe endocrine gland pathology</li> <li>• Early identification of severe pathology of the genitourinary system</li> <li>• Early identification of a serious pathology of the immune system (autoimmune diseases, immune deficiencies, allergies, etc.)</li> <li>• Early identification of a serious respiratory pathology</li> <li>• Early identification of a serious circulatory system pathology</li> <li>• Early identification of a serious pathology of the digestive system</li> <li>• Early identification of severe pathology from infectious diseases</li> <li>• Early recognition of severe neoplasia</li> </ul>				

	<ul style="list-style-type: none"> <li>• Early identification of severe pathology of the hematopoietic system</li> <li>• Clinical and laboratory tests to identify a serious pathology and refer to a specialist</li> </ul>
<b>Teaching Methodology</b>	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
<b>Bibliography</b>	<p><b><u>Textbooks:</u></b></p> <p>Haniotis F, Haniotis D. Nosology – Internal Medicine. Athens: Litsas Publications, 2002. 2. Epstein O, Perkin GD, de Bono DP, Cookson G. Clinical Examination. Litsas Medical Publications, Athens 2004.</p> <p>Fauci A, et al. Harrison’s Principles of Internal Medicine. 18th edition. N.Y.: The McGraw-Hill Companies Inc.,</p> <p>Hope RA, et al. Oxford Handbook of Clinical Medicine. Litsas Medical Publications, Athens 2011.</p> <p>Kumar P, Clark M. Internal Medicine (2 volumes). Athens: Litsas Medical Publications, Athens 2007.</p> <p>McPhee S, Canong W. Pathophysiology of disease: An introduction to Clinical Medicine. 6th edition. N.Y.: The Mc Graw-Hill Companies Inc, 2009.</p> <p>McPhee S, Papadakis M. Current Medical Diagnosis &amp; Treatment 2009. 48th International edition. N.Y.: The McGraw-Hill Companies Inc, 2008.</p> <p>Runge MS, Greganti MA. F. Netter Pathology. 1st Edition. Paschalidis Publications, 2011.</p>
<b>Assessment</b>	<p><b><u>Continuous Assessment (50%):</u></b></p> <p>The assessment may include any combination of the following:</p> <ul style="list-style-type: none"> <li>• <b>Written and/or oral</b>, 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.</li> <li>• <b>Assignments and projects</b> 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</li> </ul>

	<p>ability to effectively communicate their ideas. Assignments and projects may be individual or group work.</p> <ul style="list-style-type: none"> <li>• Use of <b>case studies or problem-solving exercises</b> 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.</li> <li>• <b>Online quizzes or interactive assessments:</b> 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.</li> <li>• <b>Classroom discussions and debates:</b> 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.</li> <li>• <b>Peer and self-assessment:</b> 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.</li> </ul> <p><b>Final Exam (50%):</b> 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>
<b>Language</b>	Greek / English