

COURSE OUTLINE

(1) GENERAL

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|---|-----------------------------------|-----------------|-----|
| SCHOOL | HEALTH AND CARE SCIENCES | | |
| ACADEMIC UNIT | DEPARTMENT OF BIOMEDICAL SCIENCES | | |
| LEVEL OF STUDIES | UNDERGRADUATE | | |
| COURSE CODE | 4051 | SEMESTER | 4th |
| COURSE TITLE | DERMATOLOGY I | | |
| INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i> | WEEKLY TEACHING HOURS | CREDITS | |
| Lectures | 3 | 4 | |
| <i>Add rows if necessary. The organization of teaching and the teaching methods used are described in detail at (d).</i> | | | |
| COURSE TYPE <i>general background, special background, specialized general knowledge, skills development</i> | SBC | | |
| PREREQUISITE COURSES: | No | | |
| LANGUAGE OF INSTRUCTION and EXAMINATIONS: | Greek | | |
| IS THE COURSE OFFERED TO ERASMUS STUDENTS | | | |
| COURSE WEBSITE(URL) | | | |

(2) LEARNING OUTCOMES

Learning outcomes

The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.

Consult Appendix A

- Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area
- Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B
- Guidelines for writing Learning Outcomes

The purpose of this course for the students is, to understand important dermatoses such as, acne, rosacea, various types of dermatitis, psoriasis, lichen planus, various forms of alopecia, pityriasis rosea and drug eruptions.

By viewing numerous images of these dermatoses and discussing on them, will help students to better aware and be familiar with these cutaneous conditions which are common in daily practice. Description of inherited genetic disorders such as neurofibromatosis, tuberous sclerosis and lipid proteinosis will also be made.

In addition, students will be able to take the initiative to comment on practical clinical issues.

General Competences

Taking in to consideration the general competences that the degree-holder must acquire (as this appear in the Diploma Supplement and appear below) at which of the following does the course aim?

Search for, analysis and synthesis of data and information, with the use of the necessary technology

Adapting to new situations Decision-making

Working independently Teamwork

Working in an international environment Working in an interdisciplinary environment Production of new research ideas

Project planning and management Respect for difference and multiculturalism Respect for the natural environment

Showing social, professional and ethical responsibility and sensitivity to gender issues

Criticism and self-criticism

Production of free, creative and inductive thinking

Others...

Working independently

Teamwork

Working in an international environment

Working in an interdisciplinary environment

Showing social, professional and ethical responsibility and sensitivity to gender issues

(3) SYLLABUS

1. Dermatitis (eczema)
2. Atopic dermatitis
3. Seborrheic dermatitis
4. Dyshidrotic eczema
5. Allergic contact dermatitis
6. Irritant contact dermatitis
7. Acrodermatitis enteropathica (zinc deficiency)
8. Lichen simplex chronicus
9. Drug eruptions (etiology, epidemiology)
10. Drug eruptions (clinical picture)
11. Drug eruptions (diagnosis and treatment)
12. Erythema multiforme
13. Erythema Nodosum
14. Erythema annulare centrifugum
15. Acute Urticaria
16. Chronic urticaria
17. Angioedema
18. Urticaria pigmentosa (cutaneous mastocytosis)
19. Acne (etiology, epidemiology)
20. Acne (clinical picture, clinical types)
21. Acne (treatment)
22. Isotretinoin

23. Hidradenitis suppurativa
24. Milia
25. Rosacea
26. Neurofibromatosis
27. Tuberous sclerosis
28. Lipoid proteinosis
29. Psoriasis (etiology, epidemiology)
30. Psoriasis (clinical picture, clinical types)
31. Psoriasis (treatment)
32. Reiter syndrome
33. Erythroderma
34. Lichen planus
35. Lichen sclerosus et atrophicus
36. Pityriasis rosea
37. Pityriasis lichenoides et varioliformis acuta
38. Pityriasis lichenoides chronica
39. Androgenetic alopecia
40. Alopecia areata
41. Scarring Alopecia
42. Hypertrichosis - Hirsutism
43. Frontal Fibrosing Alopecia
44. Congenital hair loss disorders

(4) **TEACHING and LEARNING METHODS-EVALUATION**

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| <p>DELIVERY <i>Face-to-face, Distance learning, etc.</i></p> | Face-to-face | |
| <p>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, Communication with students</i></p> | <p>Use of ICT in teaching, Communication with students by e mail and the web site of Biomedical Sciences Department. Use of e-class for slides' posting, scientific articles, useful links, questions; answers, exercises, etc.</p> | |
| <p>TEACHINGMETHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, field work, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i></p> <p><i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of theECTS</i></p> | <p>Activity</p> | <p>Semester workload</p> |
| | Lectures- interactive teaching | 90 |
| | | |
| | | |
| <p>STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i></p> <p><i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i> <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p> | <ul style="list-style-type: none"> • Multiple-choice questionnaires • True or False questions | |

(5) **ATTACHED BIBLIOGRAPHY**

1. Du Vivier A. Κλινική Δερματολογία με Έγχρωμες Εικόνες. Ιατρ. Εκδ. Πασχαλίδης, Αθήνα, 2012.
2. William J, Berger T, Elston D. Andrew's Diseases of Skin. Ιατρ. Εκδ. Πασχαλίδης, Αθήνα, 2011.
3. Ράλλης Ε. Λειτουργική μορφολογία του δέρματος κατά την εμφάνιση εξανθημάτων φαρμακευτικής αιτιολογίας – Πειραματική μελέτη με το οπτικό και το ηλεκτρονικό μικροσκόπιο. Διδακτορική διατριβή. Αλεξανδρούπολη, 2005.
4. Bologna J, Jorizzo J, Schaffer J. Dermatology. 3rd ed. Elsevier Saunders, 2012.