Doc. 300.1.4

Follow-up Report
(for a CYQAA accredited Institution/Department/ Programme of study)

Date: 17.12.2020

- **Higher Education Institution: European University Cyprus**
- **Town: Nicosia**
- **Type of Evaluation: Programmatic**
- **Accredited on CYQAA Council's Summit Number:** 07.14.327.035
- **Date of Accreditation: 17/12/2019**

If applicable:

- **School/Faculty: Medical School**
- **Department: Medical**
- **Programme of Study Name (Duration, ECTS, Cycle)**

Programme Bachelor
In Greek:
«Ιατρική, 360 ECTS / 6 έτη (Πτυχίο)»
In English:
"Medicine, 360 ECTS / 6 years (Doctor of Medicine, MD)"

- **Programme's type: Conventional**
- **Language (s) of instruction: English**

The present document has been prepared within the framework of the authority and competencies of the Cyprus Agency of Quality Assurance and Accreditation in Higher Education (CYQAA), according to the provisions of the "Quality Assurance and Accreditation of Higher Education and the Establishment and Operation of an Agency on Related Matters Laws of 2015 to 2019" [N. 136 (I)/2015 to N. 35(I)/2019] and the European Standards and Guidelines (ESG).

A. Internal Quality Assurance Committee

Name	***Position***	***Rank***
Prof. Loizos Symeou	Vice-Rector for Academic Affairs, Chair of Committee on Internal Quality Assurance	European University Cyprus
Dr. Georgia Petroudi	Assistant Professor, Faculty Representative, School of Hum., Social and Ed. Sciences	European University Cyprus
Prof. Theodoros Xanthos	Professor, Faculty Representative, School of Medicine	European University Cyprus
Dr. Vasiliki Gkretsi	Assistant Professor, Faculty Representative, School of Sciences	European University Cyprus
Dr. Christiana Markou	Assistant Professor, Faculty Representative, School of Law	European University Cyprus
Dr. Christakis Sourouklis	Assistant Professor, Faculty Representative, School of Business Administration	European University Cyprus
Dr. Ioannis Karis	Adjunct Assistant Professor, Quality Assurance Expert	European University Cyprus
Dr. Pieris Chourides	Associate Professor, Head of Internal Process and Quality Unit, Quality Assurance Expert	European University Cyprus
Ms Athanasia Ktena	Administrative Head, Office of the VRAA, Administration Representative	European University Cyprus
Mr Andreas Maliappis	Student Representative, (Undergraduate Student)	European University Cyprus
Mr Michalis Katsouris	Student Representative, (Graduate Student)	European University Cyprus

B. Guidelines on content and structure of the Follow-up Report

- *CYQAA has a consistent follow-up process for considering the action taken by the institution toward the improvement and further development of the CYQAA externally evaluated and accredited institution / department / programme of study. The present Follow-up Report should recount, synoptically, institutional action taken toward the implementation of the remarks indicated in the CYQAA Final Report.*

- *The Follow-up report should provide evidence (via website links) and appendices at the end of the report on how the remarks of the Council of CYQAA have been adhered to.*

- *The remarks indicated in the CYQAA Final Report should be copied from the corresponding report and be followed by the institution's response.*

- *The institution may add any other institutional action taken towards the implementation of ESG aiming at the improvement of the institution / department / programme of study.*

1. Remarks on the CYQAA Final Report

The Agency requires the Medical School to report on the implementation of the developed and approved policies, identified in the following assessment areas 2,3 and 6, and also in the sub-areas 1.4, 5.2, 7.3 and 8.1.

Given that the Medical School has provided a SMART Strategic Development Plan, the reports will be submitted to the CYQAA in one year, that is at the end of the Spring semester of the academic year 2020-2021.

2. Institution's Response

ASSESSMENT AREAS 2,3,6

Assessment area 2: Educational programme

The School has developed a strategy to enhance its research expertise amongst staff; this seems very appropriate and will certainly support students' skill development if staff and students have opportunities to work on research projects together. However, the strategy through staff appointments and training may take some time to come to fruition and the EEC recommends that the School continues to develop its students' research skills at the same with a view to improving the quality of the theses year on year, at the same time. If external examiners were appointed, they could support the School's development in this (and other areas) by bringing external critique to the standard of the theses.

Despite the constraints related to the COVID pandemic lockdown that took place within two weeks following our accreditation, the School of Medicine has made several efforts in order to enhance opportunities for research among both faculty and students. The focus of the School on enhancing research is underscored by the fact that "Research" is a distinct pillar in the School's SMART Development Strategy Plan.

The School has taken several actions to augment via focused recruitment the faculty and staff focused on research and research development. These actions include:

- "The School had devised a recruitment committee to identify the recruitment needs of the School and monitor/revise the Recruitment plan, as required. One primary recruitment need identified was for expert personnel in research and a second expert in medical education. The revised School Recruitment plan is aimed at attracting all levels of related personnel, specifically: faculty, staff and administrators. (Appendix 1.4.3: Council Minutes & Committee Members)
- Since the identification of the needs, one faculty member expert in Medical Education was hired (Dr. V. Raffay) with start date January 2021. (Appendix 2.1: Date of FSC, Minutes passed through Council, Senate)
- Based upon the School recruitment plan, the School recently hired one faculty member, with a strong research background in epidemiology/public health (Dr. T. Lytras). This faculty member is currently focusing on teaching Research Methods to senior medical students. (Appendix 2.2: Date of FSC, Minutes passed through Council, Senate; Appendix 2.3: Syllabus)
- A faculty post for Senior Medical Research has been opened and advertised. The first openings did not identify suitable candidates, presently the Faculty Selection Committee is reviewing candidates for the 3rd opening of the post. The selection process for the 3rd opening will be complete in January 2021.
- The School's Research Recruitment Committee has identified a Research Administrator who will serve all administrative activities related to the Schools research efforts, in addition to updating the School's website: MEDiC. The Research Administrator will be a fulltime

employee, upon resumption of normal academic activities of the School as permitted by the pandemic.

- Upon identification of a fulltime academic faculty member, focused on research, the School has budgeted for a technician to support efforts.

To better facilitate the incorporation of components of research and scientific methodology in medical sciences throughout the 6-year medical program, EUCMS has introduced a Research Committee comprising of faculty, staff and external stakeholders (Appendix 2.4)

One of the acting fronts of the School mentoring committee is research promotion for faculty, staff and students. This academic year (2020-21) was the first academic year that the new academic program was put in place. The revised program includes an elective course for Years 2 and 3 on Clinical Skills and a compulsory Year 3 course on Research Methods (Appendix 2.5: Clinical Skills, Research Methods syllabi)

The new implemented curriculum includes a mandatory MD thesis during Year 6. To augment the quality of each thesis, a MD thesis committee has been devised. (Appendix 1.4.3: Council meeting of new committee) The MD thesis committee provides feedback, guidance and monitors appropriate collaboration between students and thesis supervisors. (Appendix 2.6: Syllabus). In an effort to augment the quality of the Medical Theses, a new framework to guide the activities of the MD Committee and their activities was devised, and includes the following:

1. Selection of the proposed research theme as early as possible in the clinical years and definitely by the end of year 5 of the undergraduate studies
2. Proposal by the medical student and identification of appropriate supervisor
3. Oral defense of the proposal in a committee of experts (2 internal and one external member if possible, otherwise 3 internal members if the adequate in-house expertise)
4. Monitoring of the process of each MD candidate with written reports signed by the members of the advising committee
5. Submission of the first draft of the Thesis to the Advisory Committee. The Committee will provide written comments to the student to improve quality of the paper
6. Oral defense which will include a five-member committee with one external evaluator with expertise in the theme.
7. After oral defense and grading of the MD Thesis, the student will be encouraged to submit his thesis for publication in a peer-reviewed journal. Publication associated with the Thesis will be possible prior to the defense

To further facilitate research activities by the School of Medicine faculty, and to enhance the balance required, additional Research incentives through teaching hour reduction (THR) have been introduced by the University. The University provides protected time for faculty researchers with Teaching Hour Reduction (THR) system, and with the recent Senate decision this is provided from

the on boarding of new faculty. As such, the faculty can use the Teaching hour reduction system of the University to achieve its research and clinical activities. (Appendix 2.7)

It is also worth mentioning that the aforementioned changes aim to enforce projects in the recently created research lab of the EUCMS, where in addition to the cancer research team that is already performing research projects, a recently established antibiotic research team is working on small-scale projects, in collaboration with the lab technicians of the EUC wet labs and postgraduate students of the EUCMS MSc program “Infectious diseases: prevention and control”. In addition, there is a strong team in the pathophysiology and therapeutic management of acute illness and cardiopulmonary resuscitation.

The Research laboratory and infrastructure was recently upgraded. Specifically, Infrastructure was upgraded with a new instrumentation for basic and applied research (flow cytometer and a new UV-VIS spectrophotometer). Both instruments are key components for a high standard applied and clinical research. The School has currently budgeted for a purchase of a confocal microscope. In addition, one of the research laboratories was recently equipped with basic equipment in order to increase the capacity of research-interested students, and to offer students dedicated space to pursue basic research under guidance.

While the current pandemic did not permit summer externships this last summer, the externship experience promotes the idea of employability and allows students to gain experience in environments and countries that they wish or expect to work in the future. EUC medical students have the opportunity to participate in summer externships in prestigious highly ranked institutions all over the world for additional clinical and research training. The student experiences at these sites greatly enrich the EUC student by providing them the opportunity to learn in a wide variety of environments. To offer opportunities to more students, the School now provides two annual scholarships per each student year with pre-specified financial and academic criteria (Appendix 2.8: Council Minutes). In addition, we have expanded our network of local summer externships, by inviting more collaborating clinical training sites to offer summer positions, as well as have expanded our externship network to help accommodate students in their own country during summer (e.g. Greece, Germany). We have also promoted the Erasmus+ student mobility actions for student extracurricular placements, which are being presented to our students, however, the Erasmus+ program has stayed inactive since the pandemic.

Our newly formed mentorship committee (Fall 2019) has initialized the Student Mentorship program with aims of introducing and piloting the program. The primary aim of the EUCMS mentors is to help students define their career development and research development. To achieve this, the committee will continuously introduce and update the EUCMS website, with resources and information regarding residency, research opportunities in different countries, among other items. The committee will also host, so-called “town hall meetings” twice a year for the 4, 5 and 6 year students. These meetings include presentations and open discussion about career and research development.

Finally, EUCMS across its short 6 years of existence, has the opportunity to recruit faculty with both educational and research experience from other Medical Schools, including the National and Kapodistrian University of Athens, University of Chicago, University of Ioannina, UCL, University of

Crete, Perelman Medical School, University of Pennsylvania, and University of Strasburg, as well as energetic and committed junior faculty. Collectively, the primary research areas supported by our faculty and staff are Cancer, Neurosciences, Infectious Diseases and Translational Research. Over the last 10 months, since the evaluation of the EEC committee, EUC MS faculty have made a considerable impact with high level publications in the international literature, scientific presentations and research grants (Appendix 2.9: Faculty Scientific Profile 2020).

One of the primary pillars in our Strategic Plan focuses on Research. In order to enhance opportunities for research among both faculty and students, and to incorporate research in our teaching creating synergies focusing on the following theoretical framework:

1. Student learning outcomes comprise the myriad ways in which students benefit from being involved in hands-on, primary research projects in collaboration with a faculty mentor. Inviting students to invest intellectually in a project gives them the opportunity to help shape its direction, exert some of their own creativity, and experience the joy of intellectual "ownership" of the products resulting from the effort.
2. Continued development of the faculty mentor's scholarly agenda to provide meaningful research experiences for undergraduates and advance professionally.
3. Making a new contribution to the field. A steady record of bringing projects to fruition (i.e., publication) is essential for a research agenda to attract external funding. (As noted above, the Medical Faculty has made a notable impact across the last year).
4. EUCMS also encourages dissemination of undergraduate research in the teaching curriculum, various means such as student presentations in various professional bodies.

To this effect Research Ad Hoc committee was asked to oversee the development of the project. It has been suggested that the committee works within the framework of https://www.ureka.eu/ with the aim of making EUCMS a partner of the Consortium. The new initiative is aimed at enhancing the existing synergies (Department Council minutes dated 27.11.20)

Link of EUCMS to Community Medical Practice & Health Sectors

European University Cyprus, School of Medicine has stepped forward with altruism and community service in an effort to help combat the Covid-19 amidst the worst public health crisis in the last generation.

Faculty Activities

The faculty of the School of Medicine has several **experts in Infectious Disease Prevention and Control (IPC)**, Professor Theoklis Zaoutis, Dr. Constantinos Tsioutis, Dr. Zoi Pana and Dr. Theodoros Lytras who are full time faculty, and Dr. Dimitris Paraskevis who is a close scientific collaborator. All faculty members have been actively making **public announcements** on television, radio and other media forms in order to advise the community on the outbreak and what protective measures they should take. In addition, all three EUC faculty members serve as **advisors to the Ministry of Health** in Cyprus (Tsioutis, Pana, Lytras), as well as in Greece (Zaoutis, Lytras, Paraskevis). Dr. Pana is now the direct advisor to the Minister of Health and the representative of Cyprus of the ECDC/EU Commission. Dr. Tsioutis is currently chairing the advisory committee for COVID in Cyprus.

The University made a notable donation to support the Microbiology Laboratory, under the auspices of Dr. Alexandrou, EUC Clinical Professor, of Larnaca General Hospital, to enable the urgent and accurate diagnosis of the SARS-Cov2. The EUC affiliated Famagusta General Hospital, which is partnered with Larnaca General, has been appointed as the reference hospital to serve for the hospitalization of coronavirus patients. Both EUC affiliated public hospitals share the load of patients and responsibilities in order to safeguard public health in Cyprus.

The faculty of expert faculty of EUC has taken on several leading roles in organizing and running ***educational efforts*** with regards to protection/prevention during the pandemic of the health care workers, schools (principals and instructors), as well as the public during the pandemic.

Community Public Information through the media: Our IPC experts are being repeated called in to inform the public about the current situation of the COVID-19 outbreak in the media and support the initiatives and strategic plans of the Ministry.

Community Workforce Information: As noted above, our infectious disease experts are being repeatedly called in to inform public workers, including sanitation workers, port employees, etc., to help assist them in performing their duties, to ease concerns and help avoid strikes. EUC experts have already provided training for several public worker groups in Lemesos and Pentakomo and they provide continuous consultation to the Ministry of health regarding waste management and safety issues in high risk working environments in Cyprus.

The Chairperson of the Department, Professor Theodoros Xanthos has been appointed as an Expert Toxicologist in the European Chemical Risk Assessment Committee which belongs to the European Commission Committee regarding regulation of various substances in Europe. He has also been appointed to the National Committee on Experimental Animal use and serves as the country's representative for the European Commission for experimental use of Laboratory animals.

Medical Student Activities

Call Center Handlers: according to the MSC, medical students should be enabled to work during the crisis, by working as call handlers for the emergency telephone service or by taking over other non-critical roles to relieve healthcare staff. Students will help to man call centers for citizens to reach out for help and guidelines. EUC medical students have already volunteered to support the Ministry of Health in Cyprus and work at call centers.

Clinician Assistants: Cyprus is facing a shortage of Physicians to manage the outbreak. Senior medical students can serve as clinician assistants. We are assessing opportunities that can be given for senior medical students or early graduates to assist in clinical services, other than those dealing directly with patients with COVID19 infection.

Assisting Manpower in Clinics: Clinics in Cyprus are already *making pleas for support*. One of the most prestigious health care units of the country, as already done so, and we anticipate more any day. *The Clinic's CEO writes, "Due to the extra workload in dealing with the logistics of the crisis, we are facing a shortage of manpower".* He continues, is there *"a possibility to use a couple of your senior medical students to assist?".* Students are being asked to help with various tasks depending on the needs and their level of knowledge and skills. The scheduling of the students will depend on the needs of the clinic. Under no circumstance will the students be placed at risk as all assignments will be in low risk areas. The medical school believes that senior students can make useful contributions in routine aspects of care that will help continue the function of hospital ward. Many of EUC senior medical students have already volunteered.

For each of the above activities, students are trained, and supervised by experts and faculty. **Student safety is of utmost importance**, and detailed **guidelines/written protocols** are provided and monitored by our IPC specialist faculty.

Assessment area 3: Assessment of Students

The EEC encourages the School to continue to develop its use of formative workplace based assessment and summative OSCEs to test application of knowledge. The EEC recommends that External Examiners are appointed across all years of the programme to support the School's ongoing review of assessment methods and its development of valid assessment.

The School has addressed the recommendations and areas for improvement described within the EEC Report and has provided evidence of how these developments will be taken forward, and a timeline. It is understandable that some outcomes of the Strategic Development Plan will not be achieved for 3-5 years. However, the EEC advises that given the importance of reaching valid assessment decisions, the School should embark on developing a Quality Assurance system for its assessment as soon as possible. This should include use of External Examiners.

The documentation of the principles, strategy and quality assurance is a high priority for the School. The School had devised an Assessment Committee to initiate the process and created the first guideline/checklist to further ensure the highest quality is maintained throughout the curriculum. However, in light of the pressures of the COVID pandemic, an ad hoc, Online Teaching/Assessment Committee was devised to ensure appropriate training of faculty and students on usage of online teaching platforms, and assessment tools (Appendix 1.4.3: council minutes for committee). During the second wave of the pandemic, an additional ad hoc committee was devised to assess the quality of online assessments. (Appendix 1.4.3: council minutes for committee)

Please see account with educational and assessment actions related to the constraints incurred during Pandemic outlined below.

The School attempts to apply an appropriate range of assessment methods. We agree with the EEC observations, and we strongly support Objective Structured Clinical Examination (OSCE). Currently, we are using OSCEs mostly in the clinical years. OSCEs are not used for as an examination tool for years 1-2. Year 3 uses both written exams and OSPEs or DOPs. Presently, OSCEs both Formative and Summative, have been introduced in year 3. As students' progress through their years of study, more practical/clinical examinations are used.

We recognize the importance of having trained examiners. At present faculty are introduced and trained in assessment at the New Faculty Orientation, Train-the-Trainers Sessions, as well as simulation / OSCE training sessions. In addition, in relation to the constraints incurred during the pandemic, all faculty were trained on using online assessment platforms (please see below, pg. 22, section C).).

The ad hoc School Assessment Committee is currently examining the available options to impose a quality assurance cycle for assessment. In this effort, the Assessment Committee has attempted to adopt the THINK quality assurance framework (http://www.think.edu.au/about-us/think-quality-assurance-framework), which has embedded the Plan, Implement, Monitor/Review, and Improve (PIMI) quality assurance and continuous improvement. Student results are analyzed at the end of each semester. Additionally, the School has acquired the SCANTRON auto corrector, which allows

item analysis to assess reliability, difficulty and effectiveness of test questions. Please note, that some of these efforts were necessarily prolonged, due to the efforts to ensure effective teaching and assessment during COVID pandemic constraints. The Assessment Committee has initiated the process of quality control and created the first guideline / checklist to further ensure the highest quality is maintained throughout the curriculum. (Appendix 3.1)

The participation of external examiners in the final assessments of students is a beneficial as a quality assurance measure. At present, external examiners have been used for OSCEs for select Clinical Courses (e.g. Respiratory Medicine). As the School resumes normal activities, external examiners will be included in preclinical courses, as well (implementation Fall 2021 as a pilot in year 1).

The School believes in the pivotal importance of ensuring that students are competent in all three domains (knowledge, skills and professionalism) before they are able to progress. Courses with a clear practical and/or clinical component currently have a dedicated practical/clinical assessment in addition to the knowledge assessment. The Assessment Committee and the Program Committee are currently examining the options with regards to assessing professionalism. (Appendix 3.2: Considerations for Assessment of Professionalism) After examining the range of attributes and dimensions of professionalism, a variety of tools have been selected to assess of professionalism, to further augment the ones currently in use (e.g. miniCEX). (Please refer to Appendix 3.3 for full list of assessment modalities for Professionalism).

At present the School has introduced a range of measures to evaluate the quality of assessments. Student results are analyzed at the end of the semester. Additionally, the School has acquired the SCANTRON IT auto corrector, which allows item analysis to assess reliability, difficulty and effectiveness of test questions. Finally, two experts in medical education and assessment (from King's College) observed our assessments and worked with the faculty with feedback and recommendations (Appendix 3.4) At the end of each clinical training period, students provide the School with a confidential feedback form, as well as a questionnaire "Student confidence in practical skills". (Appendix 3.5)

New Assessment / Learning Resources Being Developed by the School

While the School has applied a Logbook to set learning outcomes and to structure and standardize teaching in the clinical settings, to better ensure that the logbook is more optimally employed in the clinical training setting, we are finalizing the design of an ***electronic logbook (eLogbook).*** The eLogbook will allow data entry at the point of care (ward, ICU, etc.), and will provide a more detailed journal of evidence of learning and skills acquisition. In addition, the School will have ready access to data as a means of monitoring student learning, with an inbuilt feedback loop for the evaluation of learning activities by Clinical Advisors and Coordinators. The eLogbook is being develop for easier assessment of training among students in clinical training. The eLogbook will be piloted in the Spring 2021 (pandemic permitting) to examine its usefulness in supporting learning and assessment in the clinical setting, and to finalize categories for monitoring in each specialty, as well as ease of using student-clinical instructor and student-clinical advisor (academic) feedback modules. The aim is to apply the eLogbook in the Fall 2021.

In response to the suggestion of developing a Student Portfolio as a means of the school and students tracking their learning progress throughout our competency-based curriculum, we are currently working with an IT company to develop student portfolios. Our aim is to develop a comprehensive portfolio and integrate it into the curriculum as part of our program assessment

Potential/planned content:

- Content page
- CV
- Annual assessments of competence (OSCEs, etc)
- Feedback from advisors
- Student reflection on skills related to the desired specialty
- List of publications
- List of prizes with evidence

We are currently working on the platform design, with the application of Blockchain technologies to ensure protection of any certification or other personal documents uploaded.

The working timeline is planned as follows:

- Program parameters and working relationship confirmed – October 2020 – December 2020
- Pilot Detailed Design and Preparation – February 2021 – June 2021
- Identify pilot working groups
- Participant criteria
- Marketing program design and build
- Personal Brand/Reputation Management material
- Pilot Roll Out – September 2021
- Pilot Completion - January 2021

Assessment area 6: Educational resources

The Medical School has explored in some depth the steps required to develop its medical research and scholarship and enhance its educational expertise. [...] Further comments from the EEC under Section 2 are also relevant here with respect to developing research and scholarship.

With respect to educational resources, the School has demonstrated that it embraces the use of information technology and technology enhanced learning tools. This was paramount in enabling the School to continue its educational program with success during the COVID pandemic, as well as with the initiatives (mentioned above) with regards to electronic logbooks and portfolios. We incorporate various online platforms, such as Blackboard and Moodle; computer-assisted learning actively supports teaching, where students have access to a large database of software made available to EUC students. We are closely involved in the project "Digitally Enhanced Learning-DEL" which uses innovative educational technology to enhance students' learning experience. Virtual reality programs are actively used for courses, such as Anatomy and Histology. The School has invested and extensively uses high fidelity complex simulation, as well as other technological advanced learning tools, such as SECTRA, ultra-sound trainer, among others.

Augmentation of our education resources over the last 8 months (since the February EEC and CYQAA report) has focused on strengthening both our 1) medical research and scholarship and 2) our educational expertise.

With regards to augmenting medical research and scholarship please see the response to number 2 above. Specifically, a faculty post for Senior Medical Research has been opened and advertised. The first openings did not identify suitable candidates, presently the Faculty Selection Committee is reviewing candidates for the 3rd opening of the post. The selection process for the 3rd opening will be complete in January 2021.

With regards to education expertise, the School has recently recruited and hired an expert in Medical Education, with a contract starting January 2021. The new faculty member will not only coordinate the School's MSc in Medical education (which will be evaluated by DIPAE this academic year), but will work with experienced faculty in various onboarding or training activities, as noted below:

EUCMS organizes New Faculty Orientation (NFO), which is mandatory for the new full-time faculty and also invites part-time faculty to attend. The NFO aims not only to introduce new faculty to the structure and function of EUCMS, but also to promote collaboration and effective teamwork among faculty and staff. Presently, an informal mentoring system exists among staff, which entails teaming between senior with junior staff. As previously described, the new targeted training system for clinical instructors is shorter in duration, but regularly performed at the hospitals, which allows for more effective training. The content of clinical training is optimized by simulating a clinical training session, providing tips on how to organize a clinical training day and keep in line with the learning objectives, how to provide student feedback and to improve the content of their training.

Recently, EUCMS was successful in recruiting qualified academics in key posts. In particular, starting January 2021, the School has added to its ranks an Assistant Professor of Medical Education. However, the school has also added an Associate Professor of Primary Care who now spearheads the clinical training committee, a lecturer of radiology. Currently open positions include: Neurology, Pathophysiology, Microbiology/Immunology and Medical Researcher. Hematology and Obstetrics & Gynecology will be reopened in the near future. We firmly believe that augmentation of staffing and resources is aimed at improving our educational program, enhancing staff/faculty health work-life balance and improving our research output.

SUB-AREAS 1.4, 5.2, 7.3, 8.1

Sub-area 1.4

The School now includes technical staff, administrators in our governance bodies, particularly the Departmental and School Council meetings. (Appendix 1.4.3: minutes dated 27.11.20) In addition, technical staff, administrators and students are included in the ad hoc committees that have been devised to augment the function of the School. (Appendix 1.4.3: minutes dated 27.11.20)

The pandemic has hindered the ability to call for an Advisory Board meeting. None-the-less, the Advisory Board will be broadened to include patient groups. At present, the Advisory Board to includes all major stakeholders (e.g. professional, academic, regulatory and governmental bodies) (Appendix 1.4.1 and 1.4.2).

As reported by the EEC, we are pleased that our students believe that they are well represented in the School. We agree that medical students are stakeholders in the School and as a result they participate with voting powers in central Governance committees, particularly Program Committee, School Quality Assurance Committee, School Council and Senate of the School and the University, respectively. EUCMS has adopted the requirements indicated in the University Charter and does not include students in committees related to new appointments (elections) of faculty member, appointments of technical and administrative staff and budget. We are thankful to our students who reported that they were appropriately represented in the School and the University. However, as suggested by the EEC, students are now included in other Governance Committees that are focused on curricular functions (such as Structure and Function, CTC, Medical Greek, etc.). (Appendix 1.4.4: New Committees).

sub-area 5.2

The School implements a new faculty orientation (NFO) that is mandatory for all new full time faculty, which aims to familiarize new faculty (primarily full-time, but also part-time) with the educational model of EUC, the basic principles and means of teaching, and EUC rules and policies. The EUC Professional Development Programme aims to introduce all EUC faculty to the facilities and functions of EUC, and provide an overview of novel teaching and assessment methods. Although compulsory, it runs twice a year and works in a time- accumulation manner (i.e. faculty are required to attend all sessions but there is no deadline to accumulate these hours). Please note that this program is 36 hours. The New Faculty Orientation (NFO), aims not only to introduce new faculty to the structure and function of EUCMS, but also to promote collaboration and effective teamwork among faculty and staff.

Presently, an informal mentoring system exists among staff, which entails teaming between senior with junior staff. In addition, the second pillar of newly formed mentoring committee is faculty mentoring to assist junior faculty development provide guided professional development opportunities to support them to reach their goals and potential (Appendix 5.2.1: SMART Plan).

In addition, the EUCMS has created a peer-review process for its faculty members and its instructors for developmental reasons (Appendix 5.2.2: peer review scheme). The EUCMS has taken the initiative to guide the creation of a peer mentoring system of the University for the Full-time tenured faculty and the part-time instructors.

Larnaca General Hospital (LGH) is the exclusive public hospital for EUC and accommodates a considerable number of our students during their clinical years. EUC has a long tradition of collaboration with the doctors of LGH, which has led to the establishment of close relations and collaboration on various levels (i.e. research, teaching, joint participation in boards and committees). The early train-the-trainers sessions were non-mandatory and took place at EUC. As previously described, The new targeted training system for clinical instructors is shorter in duration, but regularly performed at the hospitals, which allows for more effective training. The content of clinical training is optimized by simulating a clinical training session, providing tips on how to organize a clinical training day and keep in line with the learning objectives, how to provide student feedback and to improve the content of their training. A guide for the logbook completion process has been made to assist clinical instructors (Appendix 5.2.3). In addition, the members of the Clinical training committee (e.g. the hospital academic liaisons) regularly evaluate the content of the logbooks, as well as perform summative clinical assessments (e.g. by mini-CEX assessments) in collaboration with the clinical instructors. Additionally, through a collaborative effort of the Clinical Training Committee, Simulation Committee and faculty, we have devised an SP program, which includes training of faculty, staff and students and which is currently in process. It should be noted that according to all Memorandums of collaboration with clinical sites, clinical instructors receive financial compensation for student training, as well as other incentives such as discounts for EUC programs, library access and participation in joint activities, including research projects, seminars and on-campus educational activities.

In order to enhance opportunities and development for research among our faculty and staff, the school has refocused its strategy staff recruitment plan to attract expert personnel in research. In addition, one of the acting fronts of the School mentoring committee is research promotion for

faculty, staff and students. These actions are complemented by the University policy for teaching our reduction for research (THR), which is already in place, including the recently approved action by the Senate to initiate teaching hour reduction for research of efforts of newly hired faculty.

sub-area 7.3

At present, two cohorts (2019, 2020) have graduated from the School. Indeed, due to the COVID pandemic, the 2020 graduating class had a virtual graduation ceremony (https://www.youtube.com/watch?v=IkM3ZP0f-6M) Our recent graduations has not permitted analysis of graduate cohort performance. The MEDiC website, now includes a portal for the medical school graduates. The first cohort of the EUC School of Medicine matriculated in June 2019. In less than one year, all graduates have been successfully placed in a broad range of high level postgraduate training positions and activities. Specifically, 70% have been successfully accepted to residency (specialty) training programs at renowned University Hospitals in the major cities of Greece and Austria, and high caliber Hospitals in Cyprus, in some of the most competitive medical fields, such as Pediatrics and Orthopaedics. It is noteworthy, that those graduates doing their residency in Cyprus excelled in the highly competitive National Exams (similar to the USMLE) which is taken by graduates from all other medical schools and were ranked in the top 5% percent. Additionally, 20% of our graduates were accepted to accredited PhD and Master of Science programs. Finally 10% are actively employed in pre-registration or working in healthcare, at state-of-the-art institutions in Greece and Cyprus.

Our aim is to include within the portfolio an **Alumni Tracking System**, which will allow us to follow our graduates and their accomplishments across their career.

The School of Medicine has recently created a blueprint for Assessment that is aimed to be applied in all courses by course Coordinators, as well as collectively each year by the Year Coordinators. The curriculum mapping of overall educational outcomes will be adapted on the existing blueprint.

<table>
<tr><td colspan="4">PLAN</td></tr>
<tr><td colspan="2">A. Determination of Assessment type</td><td colspan="2">The focus of the assessment can be formative, interim/midterms (students' progress compared to a set of outcomes), summative (to measure students mastery, as in one course, in one year, or at the end of the 6th year)</td></tr>
<tr><td>B. Assessment standards</td><td>C. Skills associated with each standard</td><td>D. Bloom's taxonomy</td><td>E. Types of Assessment items</td></tr>
<tr><td>What standards will you be assessing?</td><td>Paraphrase the standard or name the skill on which you will focus.</td><td>1. Remembering
2. Understanding
3. Applying
4. Analyzing
5. Evaluating
6. Creating</td><td>1.Best response
2. Small answers with rubrics
3. Performance task with checklist (OSCE, OSPE, DOPs etc)</td></tr>
<tr><td colspan="4">WRITE</td></tr>
<tr><td colspan="4">F. Write Assessment Items</td></tr>
<tr><td colspan="2">1. Identify standards or skills addressed by the item</td><td colspan="2">Identify the individual standards and skills measured in the item</td></tr>
<tr><td colspan="2">2. Identify the type of item</td><td colspan="2">Select type of Item</td></tr>
<tr><td colspan="2">3. Select level in Bloom's Taxonomy</td><td colspan="2">Select number from Blooms Taxonomy</td></tr>
</table>

4. Write/Select item	ITEM Develop all parts ANSWER KEY/RUBRIC Develop the scoring tool
5. Assign points to each item	Points assigned to each item
6. Calculate the proportion of total assessment points	What proportion of total points on the assessment does the item equal?

The steps followed in developing the assessment blueprint are shown in the following table

Steps	Description
1. Define the blueprinting purpose and scope	Identify its purpose and scope. For which semester or phase of study? Which academic session? Which courses? What assessment tools? How many questions?
2. Tabulate curricular content	Curricular contents – course learning outcomes, clinical presentations or topics – are listed based on curricular setting.
3. Identify impact and frequency	The impact and frequency for each curricular content are identified based on the selected criteria.
4. Categorise curricular content based on relative weightage	The curricular contents are classified as “must know”, “should know” and “nice to know” knowledge.
5. Decide on percentage of questions for each category	Determine how many percent questions should be constructed from “must know”, “should know” and “nice to know” knowledge.
6. Decide on number of item for each assessment task	Decide on how many questions should be constructed for each category of curricular content.
7. Assign questions to lecturers for items preparation	Identify question makers for items preparation. Practically, the one who teaches the curricular content should prepare the questions.

sub-area 8.1.

While we have made a sincere effort to include all stakeholders in the process developing and improving our program, including our technical staff, administrators and students, (please see above).

Medical students are stakeholders in the School and as a result they participate with voting powers in central Governance committees, particularly Program Committee, Quality Assurance Committee, School Council and Senate of the School and the University, respectively. We are thankful to our Students who reported that they were appropriately represented in the School and the University. However, as suggested by the EEC, students are now included in other Governance Committees that are focused on curricular functions (such as Structure and Function, CTC, Medical Greek, etc.). (Appendix 1.4.3 Minutes). EUCMS would like to note that when a student is on a committee, they are able contribute to all issues related to student activities, but they are not involved in appointments, promotions and budgets. While we work very closely with our technical and administrative staff and informally consult with them on a wide range of issue, we appreciate the EEC's suggestion that other stakeholders, particular our technical staff and administrators, should also contribute to this process. We now define the addition of our staff through their inclusion in Governance bodies/committees. We would like to clarify, however, that administrative and technical staff are already represented in the Clinical Training Committee, where they play a critical role. Additionally, it should also be noted that the Special Teaching Personnel are represented at the level of the Senate.

EUCMS academic leadership has created clear documentation norms to make its governance clear. In addition to having a clear description of our governance structure, we have made concerted efforts to embrace and engage all faculty, staff and students in the functions of Governance. The later was achieved with the introduction of a full range of committees, with defined membership, roles and responsibilities to enhance and monitor the function, activities and development of the School.

The School now includes a more formal representation of our staff on committees, so as to further contribute to program, monitoring and governance, as well as other stakeholders including patients. While we have made a sincere effort to include all stakeholders in the process developing and improving our program, we appreciate the EEC's suggestion that other stakeholders, particular our technical staff, administrators and students, should contribute to this process, as well. Students are now included in other Governance Committees that are involved in program monitoring. (Appendix 1.4.3: Minutes). While we work very closely with our technical and administrative staff and informally consult with them on a wide range of issue, we appreciate the EEC's suggestion that other stakeholders, particular our technical staff and administrators, should also contribute to this process. We now define the addition of our staff through their inclusion in Governance bodies/committees. We would like to clarify, however, that administrative and technical staff are already represented in the Clinical Training Committee, where they play a critical role. Additionally, it should also be noted that the Special Teaching Personnel are represented at the level of the Senate.

C. Other institutional action taken towards the implementation of ESG aiming at the improvement of the institution/department/programme of study.

Special Educational Considerations and Actions of the School in Face of the Challenges of the COVID Pandemic

The acceleration of the pandemic and the domino of repercussions, with schools and business closing, travel restrictions, tested the School's agility to respond, almost daily. The below actions with regards to the first wave, prepared the School to be pro-active for the second wave.

The First Wave:

On Monday, March 9, 2020 when the threat of the University closing became apparent, the School scrambled to figure out how to adjust our medical education program to the novel needs imposed by coronavirus pandemic. The University officially closed effective on Wednesday, March 11th. Access to the Schools premises, including research labs was curtailed, and then suspended. The biggest challenge for the School is to maintain some sense of normalcy. Preclinical training lectures, laboratory and practical exercises, case-based assignments, simulation training, clinical rounds, all have their own needs. Traditionally, only the first half of medical school is more classroom-based education. Students in their fourth to sixth year move to hands-on learning in clinical rotations.

With the immediate implementation of an ad hoc online learning committee, the School was able to put a couple courses online the day after we closed, Thursday, March 12th. This gave the School the opportunity to try out the online educational system. By Monday, March 16th, that is within less than a week of closing the School, the entire 6-year medical education program, including lectures and labs was functioning remotely.

For this to happen, the School's online learning committee in collaboration with expert teams of the University, prepared and tested the online education platform, ensuring session recordings, attendance taking, etc. The weekend just before the School went fully online, all faculty of the School of Medicine had extensive training on how to teach online. Subsequently, all students in year cohorts were introduced with online training sessions to their new learning platform. The School focused to develop online alternatives to lessons in the classrooms, lecture halls and laboratories. Within the first week Medical students in the three preclinical years were able to attend lectures, attend interactive classes, as well as participate in digital practical activities online. The University state-of-the-art e-learning platforms, allow the school to upload and save links with all lectures and practical activities, giving students the ability to review their coursework and the School to monitor that all learning outcomes are addressed.

Because a large number of our students were insecure about the online learning process, we set up a *Q & A Forum.* In this forum, we placed all instructions and video tutorials that we had created for the online courses. More importantly, our students are able to pose questions, *"like where do I find a practical online session, how do I upload my case study assignment",* etc. We had administrative personnel and faculty acting as moderators for the Q&A.

Online assessments were another important hurdle that was necessary to overcome with the remote learning program. The School's ad hoc committee after an intensive and fruitful collaboration with the IT, MIS and DEL departments, was able to tailor an exam platform and process suitable for the requirements of Medicine. The committee ensured that we appropriately adhered to medical education guidelines. The committee devised online training sessions for both faculty and students on the assessment & lockdown browser platform, with participation of all faculty and students in these sessions. To test the system out before it was used on midterms, faculty were asked to prepare mock exams for their classes. Students and faculty both, experienced the lockdown exam platform during mock exams that were run throughout an entire week. Based on the outcomes, a follow-up training session for faculty was made to address some of the problem areas, and students were given a Q&A sheet for their most common questions about using the platform.

While some of the educational objectives of the clinical training clerkships are difficult to meet online, because the students had already done hospital training with only 8 weeks remaining in the semester, we were able to devise means to meet the majority of the learning objectives. To help counter the loss of hospital rotations, faculty were asked to find alternative means to address and supplement clinical training, that was already half way through the semester. The clinical program was introduced a myriad of online teaching tools with a full daily program.

Student Support

Many students felt overwhelmed by the abrupt changes and confused by the rapid pace of information coming at them from so many disparate sources about the COVID-19 pandemic. In response, the decided to devise a central repository so that they could find and share the most accurate and useful information. The School added a dedicated COVID-19 information system to its website, called "*What you need to know – COVID-19 Portal".* (https://medicine.euc.ac.cy/) This allowed us to communicate regularly with students, faculty and staff about the latest announcements from deans and other senior administrators of the School and University, provide links to the rapidly changing health news and guidelines from our faculty infectious disease experts.

To ensure that our students and faculty were better informed, regarding COVID-19, the School prepared a series of webinars entitled *"COVID-19 Education and Preparedness".* These remote educational courses were put together by the School's faculty and collaborator experts and took place one-week after the University had closed. Sessions addressed various aspects of COVID19 outbreak, such as basic epidemiology, understanding the various reporting systems (WHO, Johns Hopkins dashboard), clinical findings and the basic aspects of personal protective precautions in the community. Because of the differences in backgrounds, special sessions were made for preclinical students, clinical students, faculty and collaborators. In light of the growing concern of the EUC community, we included an open session for all faculty and staff of the University. All of these sessions were recorded, and uploaded on our School's webpage.

Our students went from being in small group personalized practical training, to being dispersed all over the continent. A few students who could not travel home, were stranded in Cyprus. This was such an abrupt change for them. They no longer had the camaraderie and support of being on campus. The School also introduced a "Medical Student COVID-19 remote supporting group sessions and chat group", to support our students.

(*https://eu.bbcollab.com/guest/0c639929bbad4b13af3ef49c2e9fcf54*) Students and expert faculty members were now able to meet remotely at appointed times during the week and talk about the current situation of the outbreak, not only in Cyprus, but worldwide. The forum not only provided our students with continuous and updated information about COVID19 outbreak, but also allowed faculty to discuss and provide guidance about their various concerns, interests during the COVID-19 crisis.

Student Volunteers

Many of our medical students were feeling sidelined, while their future colleagues in the healthcare workforce were working on the front lines, diving into the stress and uncertainty of the pandemic response. In general, the School believes that "immersive and experiential learning is crucial for medical students' education. With the supervision and support, medical students can contribute significantly to patient care and healthcare teams. In this regard, senior students were asked to support during the crisis by working as call handlers for the emergency telephone service. Our students were called to help to man call centers for citizens to reach out for help and guidelines. Supporting the idea that senior medical students could serve as clinician assistants, specific clinics in Cyprus made pleas for support. Specifically, one health care unit of the country, "Due to the extra workload in dealing with the logistics of the crisis, we are facing a shortage of manpower". He continues, is there "a possibility to use a couple of your senior medical students to assist?". Students were asked to help with various tasks depending on the needs and their level of knowledge and skills. The scheduling of the students will depend on the needs of the clinic. Under no circumstance will the students be placed at risk as all assignments will be in low-risk areas. The medical school believes that senior students made useful contributions in routine aspects of care that will help continue the function of hospital ward.

D. Signatures of the Internal Quality Assurance Committee

Name	*Signature*
Prof. Loizos Symeou	
Dr. Georgia Petroudi	
Prof. Theodoros Xanthos	
Dr. Vasiliki Gkretsi	
Dr. Christiana Markou	
Dr. Christakis Sourouklis	
Dr. Ioannis Karis	
Dr. Pieris Chourides	
Ms Athanasia Ktena	
Mr Andreas Maliappis	
Mr Michalis Katsouris	

Date: 17/12/2020

APPENDICES LIST

Assessment area 2

Appendix ass. area 2.1 Medical education hiring

Appendix ass. area 2.2 Public Health hiring

Appendix ass. area 2.3 MD345 Research Methods

Appendix ass. area 2.4 Committee on Research

Appendix ass. area 2.5 Clinical Skills, Research Methods syllabi

Appendix ass. area 2.6 MD625 Thesis syllabus

Appendix ass. area 2.7 Research Policy Implementation Guide v1.2_ed

Appendix ass. area 2.8 Medicine Dept. Council Minutes 27.11.20

Appendix ass. area 2.9 SCIENTIFIC PROFILES.SCHOOL OF MEDICINE.2020

Assessment area 3

Appendix ass. area 3.1 MCQs of SBA checklist

Appendix ass. area 3.2 Assessment of Students

Appendix ass. area 3.3 Professionalism Assessment Tools

Appendix ass. area 3.4 Schedule

Appendix ass. area 3.5 Student confidence in practical skills

Sub-area 1.4

Appendix subarea 1.4.1 EUCMS Governance Committees

Appendix subarea 1.4.2 Advisory Board 2019-2020

Appendix subarea 1.4.3 Medicine Dept. Council Minutes 27.11.20

Appendix subarea 1.4.4 2021 Committees.approved by Dept.Council 27.11.20

Sub-area 5.2

Appendix subarea 5.2.1 SMART Strategic Plan

Appendix subarea 5.2.2 Framework of peer-review of teaching copy

Appendix subarea 5.2.3 Logbook evaluation instruction

Appendix 2.1

FACULTY SELECTION COMMITTEE REPORT

SCHOOL OF MEDICINE

POSITION: Medical Educator

DATE: 6/6/2020

A. FACULTY SELECTION COMMITTEE MEMBERS:

NAME	RANK
Chair: Elizabeth Johnson	Professor
Members (alphabetical order):	
Ioannis Patrikios	Professor
Theodoros Xanthos	Professor
Theoklis Zaoutis	Professor

Online School Council meeting.18.6.2020

This message was sent with High importance.

School of Medicine Transfer School Policy June 2020.docx
.docx File

Dear Members of the School Council,

on behalf of Prof. E. Johnson, Dean,

The following agenda is for your approval:

1. **Approval of Revised Transfer Students policy (see attached)**

2. **New Faculty Hirings (F2020), as resulted from the Faculty Selection Committees:**

Fall Semester 2020		
Name	**Rank**	**Discipline**
Violetta Raffay	Assistant Professor	Medical Education
Panagiotis Politis	Associate Professor	Medical Research
Theodoros Lytras	Assistant Professor	Public Health

European University Cyprus

THE SCHOOL OF MEDICINE

MEMORANDUM

TO: **Professor Kostas Gouliamos**
Rector, President of the Senate

FROM: **Professor Elizabeth Johnson**
Dean, School of Medicine

DATE: **18th June 2020**

SUBJECT: **74th Senate (30/6/2020) - New Faculty Hiring (F2020)**

The Council of the School of Medicine in its meeting on 18/06/2019 agreed to the following hirings for full time positions:

Department of Medicine:

Fall Semester 2020		
Name	**Rank**	**Discipline**
Violetta Raffay	Assistant Professor	Medical Education
Theodoros Lytras	Assistant Professor	Public Health
Panagiotis Politis	Associate Professor	Medical Research

Appendix 2.2

FACULTY SELECTION COMMITTEE REPORT

SCHOOL OF MEDICINE

POSITION: Public Health-Medicine

DATE: Jun 18, 2020

A. FACULTY SELECTION COMMITTEE MEMBERS:	
NAME	**RANK**
Chair: Elizabeth Johnson	Professor
Members (alphabetical order):	
Ioannis Patrikios	Professor
Theodoros Xanthos	Professor
Papageorgis Panagiotis	Associate Professor

Online School Council meeting.18.6.2020

This message was sent with High importance.

School of Medicine Transfer School Policy June 2020.docx
.docx File

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on behalf of Prof. E. Johnson, Dean,

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Violetta Raffay	Assistant Professor	Medical Education
Panagiotis Politis	Associate Professor	Medical Research
Theodoros Lytras	Assistant Professor	Public Health

European University Cyprus

THE SCHOOL OF MEDICINE

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The Council of the School of Medicine in its meeting on 18/06/2019 agreed to the following hirings for full time positions:

Department of Medicine:

Fall Semester 2020		
Name	**Rank**	**Discipline**
Violetta Raffay	Assistant Professor	Medical Education
Theodoros Lytras	Assistant Professor	Public Health
Panagiotis Politis	Associate Professor	Medical Research

Course Title	Research Methods				
Course Code	MD345				
Course Type	Compulsory				
Level	Doctor of Medicine (MD)				
Year / Semester	3rd Year/ 6th Semester				
Teacher's Name	Theodoros Xanthos, Stavros Antoniou				
ECTS	3	Lectures / week	3 hrs/ 14 weeks	Laboratories / week	1 hr / 14 weeks
Course Purpose and Objectives	The purpose of this course is to provide an overview of research designs with an emphasis on observational studies and evidence synthesis methods. Further, to peer into statistics for execution and appraisal of clinical research, to present methodological tools and resources for performing observational studies and evidence synthesis, and to provide the opportunity for hands-on training with statistical and evidence appraisal platforms. Finally, to delineate principles of scientific writing and submission for publication in peer-reviewed journals, and to provide information on how to communicate scholarly work in scientific events and through the media				
Learning Outcomes	Upon successful completion of this course, students are expected to: Be familiar with the concepts of research ethics and scientific integrity Be able to select the appropriate study design depending on the research question, resources and miscellaneous parameters Be able to draft a study protocol Be able to actively contribute to the research design Be able to select the statistical approach and to execute basic statistical tests Be able to interpret statistical results Be able to assess the quality of research evidence Be able to write a research manuscript and submit for publication Be able to communicate research outcomes in scientific events and through the media				
Prerequisites	None	Co-requisites	None		

<table>
<tr><td>Course Content</td><td>In that regard, students will familiarize themselves with:

Introduction to research methodology, ethics and integrity

Basic research

Observational studies

Clinical trials

Qualitative research

Biostatistics, univariate and multivariate analyses

Evidence synthesis

Assessment of the quality of evidence

Preparing the research protocol and the study report

Research dissemination

To this end the students need to ne able to create a small research proposal with a limited review of the literature. This research proposal will be presented orally at the end of the semester</td></tr>
<tr><td>Teaching Methodology</td><td>Face to face with interactive small group tutorials in groups of 20</td></tr>
<tr><td>Bibliography</td><td>TEXTBOOK:

Laake P., Benestad H. and Olsen B. (2015) Research in Medical and Biological Sciences: From Planning and Preparation to Grant Application and Publication. Elsevier

Supino, P.G., Borer, J.S. (2012) Principles of Research Methodology: A Guide for Clinical Investigators. Springer</td></tr>
<tr><td>Assessment</td><td><table><tr><td>Mid-Term Examination</td><td>0%</td></tr><tr><td>Final Examination</td><td>60%</td></tr><tr><td>Assignment</td><td>30%</td></tr><tr><td>Class participation</td><td>10%</td></tr><tr><td></td><td>100%</td></tr></table></td></tr>
<tr><td>Language</td><td>English</td></tr>
</table>

Appendix 2.4

Committee on Research

1. Prof. Elizabeth Johnson (Dean – ex officio member)
2. Prof. Anastasios Stephanou (Chair)
3. Dr. Eleni Kandaraki, Lecturer
4. Dr. Panagiotis Economides, Associate Professor
5. Dr. Zoi Pana, Lecturer
6. Dr. Christina Iosif, Adjunct Associate Professor
7. Dr. Theoklis Zaoutis, Professor
8. Mr. Andreas Yiallouris, Technician Administrator
9. Student representative
10. Technician

Course Title	Clinical Skills				
Course Code	MD240				
Course Type	Compulsory				
Level	Doctor of Medicine (MD)				
Year / Semester	2nd Year / 4th Semester				
Teacher's Name	Dimitris Ntourakis, Theodoros Lytras				
ECTS	6	Lectures / week	2 Hours / 14 weeks	Laboratories / week	4 Hours / 14 weeks
Course Purpose and Objectives	Course Purpose: 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. Objective: The objective of the course is to familiarize students with the methods of taking a clinical history containing all relevant information, carrying out a physical examination and a mental function assessment of patients and drawing up an initial diagnostic judgment				
Learning Outcomes	Upon successful completion of this course students should be able to: Demonstrate that they have acquired the expertise to obtain a full past medical history (anamnesis), focusing on the patient and geared towards the diverse clinical syndromes suggested by the anamnesis and to also demonstrate that they are able to interpret its meaning. Demonstrate that they have acquired the expertise to carry out a physical examination in an orderly fashion by tracts and by systems, as well as a psychopathological assessment and to demonstrate that they are capable to interpret its findings				
Prerequisites	None	Co-requisites	None		
Course Content	Description: Previous medical history (anamnesis) Physical examination The appearance of the patient and examining the skin Examining the chest and auscultation				

<table>
<tr><td></td><td>Measuring pulse, blood pressure, temperature

Examining the abdomen

Examining the limbs and the neuro-motor system

Introduction to complementary examinations

Laboratory and radiological examinations</td></tr>
<tr><td>Teaching Methodology</td><td>Face to Face</td></tr>
<tr><td>Bibliography</td><td>Macleod's Clinical Examination; Douglas, Graham; 13th; 978-0443068485; Churchill Livingstone; 2014

Bates' Guide to Physical Examination and History Taking; Lynn S. Bickley; 10th; 978-1605474007; Lippincott Williams and Wilkins; 2008

Davidson's Principles and Practice of Medicine; Boon, N. / Colledge, B./ Walker, J.; 19th; 978-0443070358; Churchill Livingstone; 2002

Current Medical Diagnosis and Treatment 2012; Mcphee, S.J. / Papadakis, M.A.; 51st; 978-0071763721; McGraw-Hill; 2011

Evidence-based Medicine: How to Practice and Teach it: How to Practice and Teach it. (Includes CD-ROM); Sharon E. Straus, Paul P. Glasziou, W. Scott Richardson and R.Brian Haynes; 4th; 978-0702031274; Churchill Livingstone; 2010</td></tr>
<tr><td>Assessment</td><td><table><tr><td>Midterm Exam</td><td>20%</td></tr><tr><td>Final Examination</td><td>50%</td></tr><tr><td>Assignment /Lab</td><td>20%</td></tr><tr><td>Class Participation</td><td>10%</td></tr><tr><td></td><td>100%</td></tr></table></td></tr>
<tr><td>Language</td><td>English</td></tr>
</table>

Course Title	Research Methods				
Course Code	MD345				
Course Type	Compulsory				
Level	Doctor of Medicine (MD)				
Year / Semester	3rd Year/ 6th Semester				
Teacher's Name	Theodoros Xanthos, Stavros Antoniou				
ECTS	3	Lectures / week	3 hrs/ 14 weeks	Laboratories / week	1 hr / 14 weeks
Course Purpose and Objectives	The purpose of this course is to provide an overview of research designs with an emphasis on observational studies and evidence synthesis methods. Further, to peer into statistics for execution and appraisal of clinical research, to present methodological tools and resources for performing observational studies and evidence synthesis, and to provide the opportunity for hands-on training with statistical and evidence appraisal platforms. Finally, to delineate principles of scientific writing and submission for publication in peer-reviewed journals, and to provide information on how to communicate scholarly work in scientific events and through the media				
Learning Outcomes	Upon successful completion of this course, students are expected to: Be familiar with the concepts of research ethics and scientific integrity Be able to select the appropriate study design depending on the research question, resources and miscellaneous parameters Be able to draft a study protocol Be able to actively contribute to the research design Be able to select the statistical approach and to execute basic statistical tests Be able to interpret statistical results Be able to assess the quality of research evidence Be able to write a research manuscript and submit for publication Be able to communicate research outcomes in scientific events and through the media				
Prerequisites	None	Co-requisites	None		

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<tr><td>Course Content</td><td>In that regard, students will familiarize themselves with:

Introduction to research methodology, ethics and integrity

Basic research

Observational studies

Clinical trials

Qualitative research

Biostatistics, univariate and multivariate analyses

Evidence synthesis

Assessment of the quality of evidence

Preparing the research protocol and the study report

Research dissemination

To this end the students need to ne able to create a small research proposal with a limited review of the literature. This research proposal will be presented orally at the end of the semester</td></tr>
<tr><td>Teaching Methodology</td><td>Face to face with interactive small group tutorials in groups of 20</td></tr>
<tr><td>Bibliography</td><td>TEXTBOOK:

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<tr><td>Language</td><td>English</td></tr>
</table>

Course Title	Thesis				
Course Code	MD625				
Course Type	Compulsory				
Level	Doctor of Medicine (MD)				
Year / Semester	6th Year / 11th – 12th Semester				
Teacher's Name	Elizabeth Johnson, Anastasis Stephanou, Theoklis Zaoutis, Panayiotis Economides, Nikos Karpettas, Adamantios Michalinos, Maria Tsitskari , Andreas Yiallouris				
ECTS	12	Lectures / week	3 / 32 weeks	Laboratories / week	3 / 32 weeks
Course Purpose and Objectives	This course aims to familiarize students with all necessary actions in preparing, submitting and performing a research project. These steps include submitting a research proposal, preparing a research protocol, performing primary or secondary research, summarizing findings, reviewing the literature, developing and implementing authorship abilities and presenting research. This course will provide an opportunity for students to deepen their academic research capabilities in a specialized area in healthcare.				
Learning Outcomes	Upon successful completion of this course students should be able to: recognize and describe a specialized area in medical science design an appropriate research protocol based on their primary endpoints and study objectives produce original research work perform literature review and criticize relevant literature implement academic writing capacity present their research in front of an audience				
Prerequisites	None	Co-requisites	None		
Course Content	Students will familiarize themselves with the following: 1.Introduction to quantitative research 2. Research question development 3. Study design, sampling and confounding 4.Types of data and displays of data and results 5. Summarising numeric and categorical data				

	6. Numeric and categorical differences between groups 7. Hypothesis testing and confidence intervals and p-values 8. Parametric statistical tests and Non-Parametric tests 9. Reliability and validity of research data 10. Clinical trials/protocols/guidelines
Teaching Methodology	Face-to-face
Bibliography	Research Methods and Statistics: A Critical Thinking Approach 4th Edition by Sherri L. Jackson Creswell, J.W. Research Design: Qualitative, Quantitaive and Mixed Methods Aproaches: 5th Ed 2018 ISBN:978-1
Assessment	Thesis defense & presentation (oral & written) 70% Thesis proposal 30% 100%
Language	English

Research Policy Implementation Guide

Version 1.2

Vice Rector of Research and External Affairs

27 May 2019

According to the European University Cyprus (EUC) Research Policy, a faculty member can be awarded a Teaching Hours Reduction (THR) under three different schemes (see section 7 of the policy):

1. Award of a THR for participation in research projects
2. Award of a THR for writing a book
3. Award of a THR by accumulation of points

The independent procedure for requesting a THR under the first two schemes is described in sections 7.1 and 7.2 of the research policy.

This document describes the steps to be followed by faculty members of EUC for submitting details of their research work in order to accumulate points under the third scheme (described in section 7.3 of the policy). The accumulated points are used by the Office of the Vice Rector of Research and External Affairs for allocating THRs to faculty members.

Each faculty member is provided by the Office of the Vice Rector of Research and External Affairs with the following documents:

1. An electronic copy of this document in pdf form

2. A copy of the EUC research policy in pdf form. A copy of Table D1 which is given in Appendix D of the research policy (p.38) is also reproduced in this document as an Appendix. This table lists all of the categories for which points can be allocated. Each of the categories is assigned a code (e.g. the category 'Publication of refereed journal article (journal in ISI / Scopus / ACM / IEEE/etc.)' is assigned the code C21). There are currently a total of 22 categories plus a number of categories specifically for the Department of Arts.

3. A template excel file named **EUC_Research_Policy_A.N.Other1** which contains separate sheets for most of the categories listed in Table D1. The faculty member does not need to submit research work falling in the categories not included in the excel file (specifically C3, C11, C15 and C21) as the data for these categories are already available to the Research Office.

Steps to be followed for accumulating points

1. For research activities for which a faculty member wishes to claim points he or she must complete the template excel file provided (each time renaming the excel file by replacing A.N.Other1 with their name plus the current number of their submission for easy reference). The faculty member can list more than one **new** activities in the same file. **The fields marked with a * are mandatory and must be completed in all cases.**

2. The faculty member submits the excel file to the Chair of their Department for validation. After validation the Chair forwards the file to the office of the Vice Rector of Research and External Affairs.

3. The files can be submitted to the Office of the Vice Rector of Research and External Affairs at any time but in order to be considered for allocation of Teaching Hour Reductions (THR) in the Fall and Spring semesters they must be submitted by the 1st of May and 31st of October respectively.

4. The Office of the Vice Rector of Research and External Affairs enters the data into a database and allocates THRs in time for the preparation of the schedule of classes in each semester.

5. If a faculty member is offered a THR but does not wish to accept it for whatever reason, the offer is repeated in the following semester. **There is no need to resubmit the details of the research activities.**

Table D1 (with the code of each category indicated in red)

Points	Conferences	Journals	Books	Research Projects	Other
5	**C1** Presentation of poster / article in national conference (refereed) **C2** Presentation as invited keynote speaker (refereed national conference)			**C3** Unsuccessful submission of funded research proposal in national / international organization (research partner)	**C4** Member of scientific / conference organizing committee (national / international)
10	**C5** Presentation of refereed poster / article in international conference (refereed) **C6** Presentation as invited keynote speaker (refereed international conference) **C7** Editor of national conference proceedings (refereed)	**C8** Publication of refereed journal article (journal not in ISI / Scopus / ACM / IEEE/etc.) **C9** Editor of refereed journal special issue (journal not in ISI / Scopus / ACM / IEEE/etc.)	**C10** Publication of refereed book chapter (national)	**C11** Unsuccessful submission of funded research proposal in national organisation (project coordinator)	**C12** General Chair or Program Chair of refereed national conference
15	**C13** Editor of international conference proceedings (refereed)		**C14** Publication of refereed book chapter (international)	**C15** Unsuccessful submission of funded research proposal in international organization (project coordinator)	**C16** General Chair or Program Chair of refereed international conference

Table D1 (continued)

Points	Conferences	Journals	Book Chapters / Editors		Other
20		**C18** Editor of refereed journal special issue (journal in ISI / Scopus / ACM / IEEE/etc.)	**C19** Editor of refereed book / book series		
25		**C21** Publication of refereed journal article (journal in ISI / Scopus / ACM / IEEE/etc.)			

School of Medicine,
Dept. of Medicine Council Meeting and Online
November 27th , 2020

Start time: 12.30 pm
End time: 1.30 pm

MINUTES

MINUTES			
No	**Topic**	**Decision(s) / Action(s)**	**Action by/ Deadline**
5	Student Scholarships (Johnson, Xanthos)	Two new scholarships for externeships The 1st in honor of Dr Demetris Tziafas	Approved

SCHOOL OF MEDICINE
SCIENTIFIC PROFILES
2020

FACULTY – MEDICINE

	Total No. of publications
1. Adamantios Michalinos	11
2. Constantinos Tsioutis	5
3. Dimitris Ntourakis	5
4. Elizabeth Johnson	16
5. George Hadjigeorgiou	1
6. Ilias Nikas	5
7. Ioannis Patrikios	6
8. Iva Tzvetanova	1
9. Konstantinos Ekmektzoglou	8
10. Nikos Karpettas	2
11. Panayiotis Economides	1
12. Theodoros Lytras	13
13. Theodoros Xanthos	16
14. Zoi Pana	2

ADAMANTIOS MICHALINOS

1- PubMed or Scopus Papers

1. Ntourakis D, Michalinos A, Schizas D

Hybrid Laparoscopic and Endoscopic Partial Gastrectomy for Ulcerated GIST: Surgical Technique with Video

World J Surg. 2020;44(1):202-6

2. Schizas D., Michalinos A., Syllaios A, Dellaportas D, Kapetanakis E, Hadjigeorgiou G, Vergadis C, Lasithiotakis K, Liakakos T.

Staged esophagectomy: Surgical legacy or a bailout option?

Surg Today [Epub, ahead of print]

3. Ntourakis D, Kykalos S, Michalinos A.

Laparoscopic left hemicolectomy with intracorporeal colosigmoid anastomosis: a technical note

As J Surg. 2020;43(1):372-3

4. Koutras A, Syllaios A, Tsilikis I, Kalinterakis G, Zotos PA, Zouliati I, Michalinos A, Karavokyros I, Schizas D, Pikoulis E.

Dealing with war patients in burn zones

Disaster Med Public Health Prep. 2020; [Epub, ahead of print]

5. Schizas D, Theochari NA, Katsaros I, Mylonas KS, Triantafyllou T, Michalinos A, Kamberoglou D, Tsekrekos A, Rouvelas I. Koutras A, Syllaios A, Tsilikis I,

Pseudoachalasia: A systematic review of the litterature

Esophagus 2020;17(3):16-22

6. Michalinos A, Tsaroucha A, Lambropoulou M, Schizas D, Valsami G, Kotsomitsopoulos N, Pittiakoudis M, Simopoulos C.

Glycoprotein non metastatic melanoma B expression after hepatic ischemia reperfusion and the effect of silibilin.

Transl Gastroenterol Hepatol. 2020 Jan 5;5:7 eCollection 2020.

7. Michalinos A, Antoniou S, Ntourakis D, Schizas D, Ekmektzoglou K, Angouridis A, Johnson EO.

Gastric ischemic preconditioning may reduce the incidence and severity of anastomotic leakage after oesophagectomy: a systematic review and meta-analysis.
Dis Esophag. 2020; [Epub, ahead of print]

8. Tomara N, Michalinos A, Vergadis C, Schizas D.

Transhiatal herniation of the pancreas: An extremely rare situation
Am Surg. 2020;86(4):e173-4

9. Hadjigeorgiou G, Michalinos A, Shiakallis L, Fountas K, Johnson EO.

Facial palsy caused by an intrameatal metastatic disease – Reconstruction with an autologous sural nerve graft.
Injury. 2020; [Epub, ahead of print]

10. Papaconstantinou D, Garoufalia Z, Kykalos S, Nastos C Tsapralis D, Ioannids O, Michalinos A, Chatzimavroudis G, Schizas D

Implications of the presence of vermiform appendix inside a hernia (Amyand's hernia): A systematic review of the literature.
Hernia, 2020; [Epub, ahead of print]

11. Schizas D, Mylonas KS, Hasemaki N, Mpaili E, Ntomi V, Michalinos A, Theochari NA, Theochari CA, Mpoura M, Bakopoulos A, Liakakos T.

Esophageal cancer surgery in Greece during the era of financial crisis.
Dis Esophagus. 2020; [Epub, ahead of print]

CONSTANTINOS TSIOUTIS

Only for the period of 2020

1- PubMed or Scopus Papers

Sfairopoulos D, Tsiara S, Barkas F, Margariti PN, Agouridis AP, Tsioutis C, Ntzani EE, Rizos EC. Is brucellosis a great mimic of tuberculosis? A case report. Eur J Clin Microbiol Infect Dis. 2020 Sep;39(9):1711-1715. doi: 10.1007/s10096-020-03902-y. Epub 2020 Apr 24. PMID: 32333224.

Spernovasilis, N., Markaki, L., Tsioutis, C. Challenges posed by covid-19 to refugee camps on the Greek islands: We are all humans after all. 2020 Pneumon.

Kleinaki Z, Agouridis AP, Zafeiri M, Xanthos T, Tsioutis C. Epicardial adipose tissue deposition in patients with diabetes and renal impairment: Analysis of the literature. World J Diabetes. 2020 Feb 15;11(2):33-41. doi: 10.4239/wjd.v11.i2.33. PMID: 32064034; PMCID: PMC6969709.

Spernovasilis N, Ierodiakonou D, Milioni A, Markaki L, Kofteridis DP, Tsioutis C. Assessing the knowledge, attitudes and perceptions of junior doctors on antimicrobial use and antimicrobial resistance in Greece. J Glob Antimicrob Resist. 2020 Jun;21:296-302. doi: 10.1016/j.jgar.2019.11.004. Epub 2019 Nov 11. PMID: 31726237.

2- Non Pubmed or Scopus Papers

Velegraki M, Ioannou P, Tsioutis C, Persynaki GS, Pediaditis E, Koutserimpas C, Kontakis G, Alpantaki K, Samonis G, Panagiotakis SH. Age, Comorbidities and Fear of Fall: mortality predictors associated with fall-related fractures. Maedica. 2020; 15(1): 18-23. Impact factor -

3- Presentations at Scientific Conferences

- invited lectures

1. "Survival and disinfection of SARS-CoV-2 in health settings". ESCMID Online Webinar, "Infection Prevention & Control in the Time of COVID-19: Part 2". 30 April 2020.
2. "Antimicrobial stewardship: current practices and perceptions". Infection control awareness day. Cyprus Nurses and Midwives association and Evaggelismos hospital. Paphos, Cyprus, 1 February 2020.

- poster presentations – international conferences

1. Tsioutis C, Christaki E, Quattrocchi A, Mamais I, Constantinou C, Koliou M, Pana ZD, Silvestros V, Theophanous F, Haralambous C, Stylianou A, Sotiriou S, Athanasiadou A, Kyprianou T, Demetriou A, Demetriou CA, Kolokotroni O, Gregoriou I, Pafitou N, Panos G, Kostrikis L, Karayiannis P, Petrikkos G, Agathangelou P, G, Siakallis G, Hadjihannas L, Palazis L, Vavlitou A, Matsentidou-Timiliotou C, Koukios D, Adamidi T, Frangopoulos F, Mixides G, Constantinou E, Nikolopoulos G. Detection of SARS-CoV-2 in healthcare workers in the Republic of Cyprus. ESCMID conference on Coronavirus disease (ECCVID), 23-25 September 2020 (online conference).
2. Christaki E, Tsioutis C, Quattrocchi A, Mamais I, Constantinou C, Koliou M, Pana ZD, Silvestros V, Theophanous F, Haralambous C, Stylianou A, Sotiriou S, Athanasiadou A, Kyprianou T, Demetriou A, Demetriou CA, Kolokotroni O, Gregoriou I, Pafitou N, Panos G, Kostrikis L, Karayiannis P, Petrikkos G, Agathangelou P, Mixides G, Siakallis G, Hadjihannas L, Palazis L, Vavlitou A, Matsentidou-Timiliotou C, Koukios D, Adamidi T, Frangopoulos F, Constantinou E, Nikolopoulos G. Clinical and epidemiological characteristics of COVID-19 patients in the Republic of Cyprus. ESCMID conference on Coronavirus disease (ECCVID), 23-25 September 2020 (online conference).

3. Lena P, Karageorgos S, Lamnisos D, Papageorgis P, Tsioutis C. Presence of multidrug-resistant bacteria on uniforms of healthcare professionals in healthcare settings in Cyprus: implications for targeted infection control interventions. 30th European Congress of Clinical Microbiology and Infectious Diseases (ECCMID), 18 – 21 April 2020, Paris, France (accepted for online abstract book).
4. Keske S, Mutters N, Tsioutis C, Ergönül Ö. EUCIC survey on influenza vaccination among infection control team: Action speaks louder than words. 30th European Congress of Clinical Microbiology and Infectious Diseases (ECCMID), 18 – 21 April 2020, Paris, France (accepted for online abstract book).

- Membership on leadership of Scientific Bodies

- 2020-present: Member, guideline subgroup of the ESCMID clinical practice guideline "Antibiotic surgical prophylaxis of patients colonised by multidrug-resistant bacteria before surgery".
- 2020-present: Advisory Board member for COVID19, Ministry of Health, Cyprus.
- 2020-present: Education subgroup member, Scientific committee, Health Insurance Organisation, Cyprus

DIMITRIS NTOURAKIS

1- PubMed or Scopus Papers:

1. PMID: 32372088
Gastric ischemic preconditioning may reduce the incidence and severity of anastomotic leakage after oesophagectomy: a systematic review and meta-analysis.
Michalinos A, Antoniou SA, Ntourakis D, Schizas D, Ekmektzoglou K, Angouridis A, Johnson EO.
Dis Esophagus. 2020 May 6:doaa010. doi: 10.1093/dote/doaa010. Online ahead of print.

2. PMID: 32047777
LINX® reflux management system to bridge the "treatment gap" in gastroesophageal reflux disease: A systematic review of 35 studies.
Schizas D, Mastoraki A, Papoutsi E, Giannakoulis VG, Kanavidis P, Tsilimigras D, Ntourakis D, Lyros O, Liakakos T, Moris D.
World J Clin Cases. 2020 Jan 26;8(2):294-305. doi: 10.12998/wjcc.v8.i2.294.

3. PMID: 31761664
Laparoscopic left hemicolectomy with intracorporeal colosigmoid anastomosis: A technical note.
Ntourakis D, Kykalos S, Michalinos A.

Asian J Surg. 2020 Jan;43(1):372-373. doi: 10.1016/j.asjsur.2019.07.020. Epub 2019 Nov 21.

4. Hybrid Laparoscopic and Endoscopic Partial Gastrectomy for Ulcerated GIST: Surgical Technique with Video.
Ntourakis D, Michalinos A, Schizas D.
World J Surg. 2020 Jan;44(1):202-206. doi: 10.1007/s00268-019-05192-8.

2- Non Pubmed or Scopus Papers
- number 1
- list of publications

Ntourakis, D. L., L;. (2020). Damage control resuscitation in patients with major trauma: prospects and challenges. JEECM. doi:10.21037/jeccm-20-24hg

7- Membership on leadership of Scientific Bodies
1. Fellow of the American College of Surgeons (FACS)
2. Member of the French Surgical Association
3. Member of the French Medical Order
4. Member of the Greek Surgical Society

ELIZABETH JOHNSON

1- PubMed or Scopus Papers
- list of publications

1. Chytas D, Johnson EO, Piagkou M, Tsakotos G, Babis GC, Nikolaou VS, Markatos K, Natasis K. Three-demensional printing in anatomy teaching: current evidence Surg Radiol Anat 2020, 42:835-841
2. Karamaroudis S, Poulougiannopoulou E, Sotiropoloulos MG, Kalantzis T, Johnson EO. Implementing change in neuroanatomy education: Organization, evolution and assessment of a near-peer teaching program in an undergraduate medical school in Greece. Anat Sci Educ. 2020 (edub ahead of print)
3. Chytas D, Johnson EO, Piagkou M, Mazarakis A, Babis GC, Chronopoulos E, Nikolaou VS, Lazaridis N, Natsis K. The role of augment reality in anatomical education: an overiew Ann Anat 2020, (edub ahead of print)
4. Kormpakis I, Papaois A, Kinnas P, Zoubos AB, Sioutis I, Dimitriadi A, Soucacos PN, Johnson EO. Silicone tube with thyroid hormone (T3) and BDNF as an alternative to autografts for bridging neural defects. Injury, 2020 (epub ahead of print)

5. Chytas D, Piagkou M, Johnson EO. Can three-dimensional visualization technologies be more effective than cadavers for dental anatomy education? Anat Sci Educ 2020 (edub ahead of print)
6. Hadjigeorgiou G, Michalinos A, Siakaliis L, Fountas KF, Johnson EO. Facial palsy caused by an interameatal metastatic disease: reconstruction with an autologous sural nerve graft. Injury, 2020 (epub ahead of print)
7. Chytas D, Piagkou M, Salmas M, Johnson EO, Mixed and augmented reality: distinct terms, different anatomy teaching potential. Anat Scie Educ 2020 (epub ahead of print)
8. Chytas D, Piagkou M, Salmas M, Johnson EO. Is cadaveric dissection the "gold standard" for neuroanatomy education? Anat Sci Educ 2020 (edub ahead of print)
20. Zhang Z, Johnson EO, Soucacos PN. Short- and long-term quantitative outcomes following end-to-side neurorrhaphy in rats. Injury, 2020 (epub ahead of print)
9. Chytas D, Piagkou M, Salmas M, Johnson EO. Three-dimensional digital technologies in anatomy education: better than traditional methods, but are they better than cadaveric dissection? Anat Sci Educ 2020 (edub ahead of print)
10. Bami M, Sarlikiotis T, Milonaki M, Vikentiou M, Konsta E, Kapsimali V, Pappa V, Koulalis D, Johnson EO, Soucacos PN. Superiority of synovial membrane mesenchymal stem cells in chondrogenesis, osteogenesis, myogenesis and tenogenesis in a rabbit model. Injury, 2020 (epub ahead of print)
11. Chytas D, Piagkou M, Salmas M, Johnson EO, "Traditional" methods of cardiothoracic surgical simulation and anatomical education: are they adequate? Anat Scie Educ 2020 (epub ahead of print)
12. Chytas D, Piagkou M, Johnson EO, How effective is body painting as an anatomy education method in comparison with three dimensional visualization?. Anat Scie Educ 2020 (epub ahead of print)
13. Michalinos A, Antoniou SA, Ntourakis D, Schizas D, Ekmektzoglou K, Angouridis A, Johnson EO. Gastric ischemic preconditioning may reduce the incidence and severity of anastomotic leakage after oesophagectomy: a systematic review and meta-analysis. Dis Esophagus, 2020 (Epub ahead of print)
14. Chatzis DG, Magounaki KT, Pantazopoulos IN, Johnson EO, Tsioufis KP. COVID-19 pandemic and cardiovascular disease: where do we stand? Minerva Cardioangiol May, 2020 (epub ahead of print)

3- Presentations at Scientific Conferences
- invited lectures
1st Cypriot-Italian Health Industry Forum: Innovation, Economics & Managmenet in Health Industry Models of Excellence and International Cooperation, June 2020; Round table: Health Economics and Management, Efficiency, Effectivenss and Values in the Health Industry, Lecutre: Value-based Healthcare: Defining the "value" of medical education to address today's inefficiencies & challenges
3η Ημερίδα του Επαγγελματικου Συμβουλίου της Ελλνικής Χειρουργικής εταιρείας «Χειρουργικά δρώμενα¨Συγχρονες προσεγγίσεις»; Athens, 26/9/2020; Τιμώμενος προσκεκλημένος; Lecture " Leadership in Surgery"

7- Membership on leadership of Scientific Bodies (new)
resident, Advisory Board, International Network for Health Workforce Education
Scientific Advisory Board, CRYOS International, Denmark

Grants: ERASMUS +, “”, Title”: Associative Mechanisms linking a defective minipuberty to the appearance of mental and non mental disorders: infantile NO replenishment as a new therapeutic possibility (Greece, Spain, Cyprus, Poland, Sweden)

GEORGE HADJIGEORGIOU

1- PubMed or Scopus Papers

- list of publications

1. Facial palsy caused by an intrameatal metastatic disease - Reconstruction with an autologous sural nerve graft.
Hadjigeorgiou GF, Michalinos A, Siakallis L, Johnson EO
Injury J. 2020 March; [ahead of print]

ILIAS NIKAS

Publications 2020 (PubMed and Scopus)
1: Sydney GI, Michalakis K, Nikas IP, Paschou SA. The effect of pituitary gland disorders on glucose metabolism: from pathophysiology to management. Hormone and Metabolic Research (in press)

2: Kleinaki Z, Kapnisi S, Theodorelou-Charitou SA, Nikas IP, Paschou SA. Type 2 diabetes mellitus management in patients with chronic kidney disease: an update. Hormones (Athens). 2020 Jun 4. doi: 10.1007/s42000-020-00212-y. Epub ahead of print. PMID: 32500461.

3: Esagian SM, Grigoriadou GI, Nikas IP, Boikou V, Sadow PM, Won JK, Economopoulos KP. Comparison of liquid-based to tissue-based biopsy analysis by targeted next generation sequencing in advanced non-small cell lung cancer: a comprehensive systematic review. J Cancer Res Clin Oncol. 2020 Aug;146(8):2051-2066. doi: 10.1007/s00432-020-03267-x. Epub 2020 May 27. PMID: 32462295; PMCID: PMC7456570.

4: Nikas IP, Paschou SA, Ryu HS. The Role of Nicotinamide in Cancer

Chemoprevention and Therapy. Biomolecules. 2020 Mar 20;10(3):477. doi: 10.3390/biom10030477. PMID: 32245130; PMCID: PMC7175378.

5: Ioakim KJ, Sydney GI, Michaelides C, Sepsa A, Psarras K, Tsiotos GG, Salla C, Nikas IP. Evaluation of metastases to the pancreas with fine needle aspiration: A case series from a single centre with review of the literature. Cytopathology. 2020 Mar;31(2):96-105. doi: 10.1111/cyt.12793. Epub 2020 Jan 24. PMID: 31788890.

IOANNIS PATRIKIOS

Publications (In Bold-Scopus/PubMed)

1. Chatzis D, Al-Jazrawi Z, Tzanaki I, Karpettas N, Pantazopoulos I and Patrikios I; Hypertension in the Era of COVID-19 Pandemic: a Mini Review. Int J Integr Cardiol, (2020) Volume 2:1. 108.

2. Mohammadali Badri and **Ioannis Patrikios.** How Abnormal Sympatho-Activation Can Potentially Develop Heart Failure: A Mini Review. Journal of Integrative Cardiology Open Access doi: 10.31487/j.JICOA.2020.01.11 Volume 3(1): 5-5

3. Alaa Abousetta, Ibrahim Abousetta, Theresa Dobler, Lia Ebrahimi, Vassillis Frangoullis, Stephanos Christodoulides and **Ioannis Patrikios**. The Effect of Omega-3 Fatty Acids on Hypertriglyceridemia: A Review. Biomed J Sci & Tech Res 26(4)-2020. BJSTR. MS.ID.004382.

4. Mathias Neidhart, Niabi Pickert, Marianna Michalettou, Lorenzo De Fraia, Andrea Koutoumba, Stephanos Christodoulides, **Ioannis Patrikios**; The Association between Obesity and Mitochondrial Dysfunction: A Mini Review; Journal of Medical Care Research and Review, Vol 03Iss 04, 352–358 (2020).

5. Haukur Svansson, Ilias Petrou, Rida Abbasi, Christian Skawran, Iro Savvidou, Stephanos Christodoulides and Ioannis Patrikios. Interplay between Gut Microbiome and Obesity: Insights from the Metabolic Syndrome, A Mini Review. Biomed J Sci & Tech Res 26(2)-2020. BJSTR. MS.ID.004324.

6. Pinelopi S. Stavrinou, Eleni Andreou, George Aphamis, Marios Pantzaris, Melina Ioannou, Ioannis S. Patrikios and Christoforos D. Giannaki; The Effects of a 6-Month High Dose Omega-3 and Omega-6 Polyunsaturated Fatty Acids and Antioxidant Vitamins Supplementation on Cognitive Function and Functional Capacity in Older Adults with Mild Cognitive Impairment; Nutrients 2020, 12(2), 325

Clinical Trials – Principal Investigator

A Multicenter, randomized, double-blind, placebo controlled clinical trial for the treatment of Parkinson's disease by the use of PLP 10 formula, The DIMENTIA study. Cyprus Ministry of Energy, Commerce, Industry and Tourism # 8.1.12.13.3.3. 114. (Completed 2020)

Congresses

Organizer of the three day, 8th (2020) International Multithematic Bio-Medical Congress (IMBMC) [postponed]

C0-president of the organizing committee; 1st International Congress "sports cardiology 2020"; Athens, August 28-30

Speaker

Invited Speaker, Pan-Hellenic, Arrythmias Congress, Athens, 25 – 27 September 2020

Invited Speaker, Greek Society of Cardiovascular Protection, Congress, Spetses,18 – 20 September 2020

Invited Speaker, ARRHYTHMIAS UPDATE 2020**,** Congress, Thessaloniki, 18 – 19 September 2020

Invited Speaker, 23ο Καρδιολογικο Συνεδρίο Κεντρικής Ελλάδος, Larissa, 9-11 Οκτωβρίου 2020

Invited Speaker, 1st International Congress "sports cardiology 2020"; Athens, August 28-30

International/Local Scientific Journal Editor

EC Neurology

Cyprus Medical Review

International Scientific Journal Reviewer

Journal of Food Biochemistry (Wiley)

Adolescent Health, Medicine and Therapeutics (Dovepress)

Neurotherapeutics (Springfield)

EC Neurology

Journal of Neurochemistry

Journal of Clinical Pharmacy and Therapeutics

International Research Journal of Bioengineering and Biomedical Sciences

American Journal of Clinical Nutrition

Journal of Agricultural and Food Chemistry

International Journal of Food Properties

Current Organic Chemistry

Book Reviewer

Practical Manual in biochemistry (Medicine)

University of ovi Sad

Author: Tatjana Cebovic

ISBN 978-86-7197-490-5

Grants

2020. Booster Grants 1, 2, 3, 4, and 5 (National Promotion Foundation)

Honors

Honorary Faculty Member; ELPEN experimental Educational & Research Center

IVA TZVETANOVA

1. Pubmed or Scopus Papers

Number – 1 + 1 has been uploaded on bioRxiv and is under consideration in Nature Communications

KONSTANTINOS EKMEKTZOGLOU

Only for the period of 2020

1- PubMed or Scopus Papers
- number
- list of publications

- Kyriazopoulou E, Karakike E, Ekmektzoglou K, Kyprianou M, Gkolfakis P, Chalkias A, Kouskouni E, Xanthos T. Sinus Bradycardia During Targeted Temperature Management: A Systematic Review and Meta-Analysis. Ther Hypothermia Temp Manag. 2020;10(1):17-26.
- Apostolopoulos P, Ekmektzoglou K, Georgopoulos S, Chounta E, Theofanopoulou A, Kalantzis C, Vlachou E, Tsibouris P, Alexandrakis G. 10-Day Versus 14-Day Quadruple Concomitant Nonbismuth Therapy for the Treatment of Helicobacter pylori Infection: Results From a Randomized Prospective Study in a High Clarithromycin Resistance Country. J Clin Gastroenterol. 2020;54(6):522-527.
- Michalinos A, Antoniou Sa, Ntourakis D, Schizas D, Ekmektzoglou K, Angouridis A, Johnson Eo. Gastric ischemic preconditioning may reduce the incidence and severity of anastomotic leakage after oesophagectomy: a systematic review and meta-analysis. Dis Esophagus. 2020 May 6:doaa010.
- Dimos A, Xanthopoulos A, Georgousi A, Eleftheriou M, Ekmektzoglou K, Iacovidou N, Kouskouni E, Papagiannis D, Chalkias A, Xanthos T, Skoularigis J, Triposkiadis F. Hellenic army recruits and change in tobacco use habits after entering the military life. Hellenic J Cardiol. 2020 Aug23:S1109-9666(20)30186-X.
- Tsibouris P, Ekmektzoglou K, Agorogianni A, Kalantzis C, Theofanopoulou A, Toumbelis K, Petrogiannopoulos L, Poutakidis C, Goggaki S, Braimakis I, Vlachou E, Pouliakis A, Apostolopoulos P. Gastrointestinal involvement in COVID-19 patients: a retrospective study from a Greek COVID-19 referral hospital. Ann Gastroenterol. 2020;33(5):465-472.
- Kourelis G, Apostolopoulou S, Rallis D, Vagenakis Ga, Kakava F, Kyriakoulis A, Laskari Cv, Tsoutsinos A, Ekmektzoglou K, Chalkias A, Iacovidou Nm, Rammos S. A single center experience in pediatric cardiomyopathy. Risk factors, outcomes and the effect of levosimendan. Prog Pediatr Cardiol. 2020. [Epub ahead of print].
- Ekmektzoglou K, Apostolopoulos P, Dimopoulos K, Tsibouris P, Kalantzis C, Vlachou E, Kalafatis E, Alexandrakis G. Basket versus balloon extraction for choledocholithiasis: a single center prospective single-blind randomized study. Acta Gastroenterol Belg. 2020. [Accepted].

2- Non Pubmed or Scopus Papers
- number

- list of publications

- Manolopoulos PP, Boutsikos I, Boutsikos P, Iacovidou N, Ekmektzoglou K. Current use and advances in vasopressors and inotropes support in shock. J Emerg Crit Care Med 2020;4:20.

NIKOS KARPETTAS

Non Pubmed or Scopus Papers: 1
Hypertension in the Era of COVID-19 Pandemic: a Mini Review
Chatzis D, Al-Jazrawi Z, Tzanaki I, Karpettas N, Pantazopoulos I and Patrikios I.
Int J Integr Cardiol, 2020 Jun;2(1):108-12.

Presentations at Scientific Conferences:
invited lectures:
1. Prognostic factors in exercise stress test and their importance
Panhellenic Seminars of Working Groups of the Greek Society of Cariology
Thessaloniki, 20-22/2/2020

Membership on leadership of Scientific Bodies:
President of the Working Group for Cardiovascular Prevention of the Cyprus Society of Cardiology
Accepted as Fellow of the European Society of Cardiology for scientific excellence

PANAYIOTIS ECONOMIDES

PubMed publication, Research Article:

Papaioannou C, Lamnisos D, Kyriacou K, Lyssiotis T, Constantinides V, Frangos S, Economides A, Economides PA.
Lymph Node Metastasis and Extrathyroidal Extension in Papillary Thyroid Microcarcinoma in Cyprus: Suspicious Subcentimeter Nodules Should Undergo FNA When Multifocality is Suspected.
J Thyroid Res 2020;2020:3567658

THEODOROS LYTRAS

Section 1: Papers in PubMed-indexed publications (2020)
28 papers:

1. Lytras T, Tsiodras S. Lockdowns and the COVID-19 pandemic: What is the endgame? Scand J Public Health. 2020 Sep 26:1403494820961293. doi: 10.1177/1403494820961293. Epub ahead of print. PMID: 32981448.
2. Vestergaard LS, Nielsen J, Richter L, Schmid D, Bustos N, Braeye T, Denissov G, Veideman T, Luomala O, Möttönen T, Fouillet A, Caserio-Schönemann C, An der Heiden M, Uphoff H, Lytras T, Gkolfinopoulou K, Paldy A, Domegan L, O'Donnell J, De' Donato F, Noccioli F, Hoffmann P, Velez T, England K, van Asten L, White RA, Tønnessen R, da Silva SP, Rodrigues AP, Larrauri A, Delgado-Sanz C, Farah A, Galanis I, Junker C, Perisa D, Sinnathamby M, Andrews N, O'Doherty M, Marquess DF, Kennedy S, Olsen SJ, Pebody R; ECDC Public Health Emergency Team for COVID-19, Krause TG, Mølbak K. Excess all-cause mortality during the COVID-19 pandemic in Europe - preliminary pooled estimates from the EuroMOMO network, March to April 2020. Euro Surveill. 2020 Jul;25(26):2001214. doi: 10.2807/1560-7917.ES.2020.25.26.2001214. PMID: 32643601; PMCID: PMC7346364.
3. Lytras T, Dellis G, Flountzi A, Hatzianastasiou S, Nikolopoulou G, Tsekou K, Diamantis Z, Stathopoulou G, Togka M, Gerolymatos G, Rigakos G, Sapounas S, Tsiodras S. High prevalence of SARS-CoV-2 infection in repatriation flights to Greece from three European countries. J Travel Med. 2020 Apr 16. pii: taaa054. doi: 10.1093/jtm/taaa054. [Epub ahead of print] PubMed PMID: 32297940.
4. Mouratidou E, Lambrou A, Andreopoulou A, Gioula G, Exindari M, Kossyvakis A, Pogka V, Mentis A, Georgakopoulou T, Lytras T. Influenza vaccine effectiveness against hospitalization with laboratory-confirmed influenza in Greece: A pooled analysis across six seasons, 2013-2014 to 2018-2019. Vaccine. 2020 Mar 10;38(12):2715-2724. doi: 10.1016/j.vaccine.2020.01.083. Epub 2020 Feb 6. PubMed PMID: 32033848.
5. Fiorino G, Lytras T, Younge L, Fidalgo C, Coenen S, Chaparro M, Allocca M, Arnott I, Bossuyt P, Burisch J, Campmans-Kuijpers M, de Raidder L, Dignass A, Drohan C, Feakins R, Gilardi D, Grosek J, Groß E, Hart A, Jäghult S, Katsanos K, Lönnfors S, Panis Y, Perovic M, Pierik M, Rimola J, Tulchinsky H, Gisbert JP. Quality of care standards in inflammatory bowel diseases: a European Crohn's and Colitis Organisation (ECCO) position paper. J Crohns Colitis. 2020 Feb 7. pii: jjaa023. doi: 10.1093/ecco-jcc/jjaa023. [Epub ahead of print] PubMed PMID: 32032423.
6. Maltezou HC, Kossyvakis A, Lytras T, Exindari M, Christoforidi M, Mentis A, Gioula G. Circulation of Influenza Type B Lineages in Greece During 2005-2015 and Estimation of Their Impact. Viral Immunol. 2020 Mar;33(2):94-98. doi: 10.1089/vim.2019.0110. Epub 2020 Jan 6. PubMed PMID: 31905328.
7. Dougas G, Mavrouli M, Vrioni G, Lytras T, Mellou K, Metallidis S, Istikoglou I, Mitrou K, Tzani M, Georgopoulou I, Tsalikoglou F, Garetsou E, Poulakou G, Giannitsioti E, Moschopoulos C, Baka A, Georgakopoulou T, Tsiodras S, Tsakris A. Antibody Response Following Pre-Exposure Immunization Against Rabies in High-Risk Professionals. Vector Borne Zoonotic Dis. 2020 Apr;20(4):303-309. doi: 10.1089/vbz.2019.2526. Epub 2019 Dec 2. PubMed PMID: 31794689.

8. Adamina M, Bonovas S, Raine T, Spinelli A, Warusavitarne J, Armuzzi A, Bachmann O, Bager P, Biancone L, Bokemeyer B, Bossuyt P, Burisch J, Collins P, Doherty G, El-Hussuna A, Ellul P, Fiorino G, Frei-Lanter C, Furfaro F, Gingert C, Gionchetti P, Gisbert JP, Gomollon F, González Lorenzo M, Gordon H, Hlavaty T, Juillerat P, Katsanos K, Kopylov U, Krustins E, Kucharzik T, Lytras T, Maaser C, Magro F, Marshall JK, Myrelid P, Pellino G, Rosa I, Sabino J, Savarino E, Stassen L, Torres J, Uzzan M, Vavricka S, Verstockt B, Zmora O. ECCO Guidelines on Therapeutics in Crohn's Disease: Surgical Treatment. J Crohns Colitis. 2020 Feb 10;14(2):155-168. doi: 10.1093/ecco-jcc/jjz187. PubMed PMID: 31742338.

9. Torres J, Bonovas S, Doherty G, Kucharzik T, Gisbert JP, Raine T, Adamina M, Armuzzi A, Bachmann O, Bager P, Biancone L, Bokemeyer B, Bossuyt P, Burisch J, Collins P, El-Hussuna A, Ellul P, Frei-Lanter C, Furfaro F, Gingert C, Gionchetti P, Gomollon F, González-Lorenzo M, Gordon H, Hlavaty T, Juillerat P, Katsanos K, Kopylov U, Krustins E, Lytras T, Maaser C, Magro F, Marshall JK, Myrelid P, Pellino G, Rosa I, Sabino J, Savarino E, Spinelli A, Stassen L, Uzzan M, Vavricka S, Verstockt B, Warusavitarne J, Zmora O, Fiorino G. ECCO Guidelines on Therapeutics in Crohn's Disease: Medical Treatment. J Crohns Colitis. 2020 Jan 1;14(1):4-22. doi: 10.1093/ecco-jcc/jjz180. PubMed PMID: 31711158.

10. Tsantes AG, Papadopoulos DV, Lytras T, Tsantes AE, Mavrogenis AF, Koulouvaris P, Gelalis ID, Ploumis A, Korompilias AV, Benzakour T, Tsivgoulis G, Bonovas S. Association of malnutrition with surgical site infection following spinal surgery: systematic review and meta-analysis. J Hosp Infect. 2020 Jan;104(1):111-119. doi: 10.1016/j.jhin.2019.09.015. Epub 2019 Sep 25. Review. PubMed PMID: 31562915.

Section 2: Non-pubmed or scopus papers (2018-2020)

Pre-prints (in medRxiv – non-peer reviewed): 3

1. Lytras T, Panagiotakopoulos G, Tsiodras S. Estimating the ascertainment rate of SARS-CoV-2 infection in Wuhan, China: implications for management of the global outbreak. medRxiv. 2020 Mar 26;2020.03.24.20042218.

2. Sypsa V, Roussos S, Paraskevis D, Lytras T, Tsiodras S, Hatzakis A. Modelling the SARS-CoV-2 first epidemic wave in Greece: social contact patterns for impact assessment and an exit strategy from social distancing measures. medRxiv. 2020 May 29;2020.05.27.20114017.

3. Lytras T, Sypsa V, Panagiotakos D, Tsiodras S. An improved method to estimate the effective reproduction number of the COVID-19 pandemic: lessons from its application in Greece. medRxiv 2020.09.19.20198028

Other (that you feel are relevant to your scientific profile) (2020 only)

Peer reviewer for the following academic journals:

Alimentary Pharmacology and Therapeutics, BMC Infectious Diseases, British Journal of Clinical Pharmacology, Clinical Microbiology and Infection, Environmental Research, Epidemiology & Infection, Eurosurveillance, Future Microbiology, Human Vaccines and Immunotherapeutics, International Journal of Infectious Diseases, International Journal of Occupational and Environmental Health, Journal of Occupational and Environmental Medicine, Journal of Infection and Public Health, Pharmacoepidemiology and Drug Safety,

PLoS One, Scientific Reports, Transactions of the Royal Society of Tropical Medicine and Hygiene, Vaccine

Software development:
Developer of several software packages (https://github.com/thlytras/), including 3 packages for the R software environment that are featured on CRAN (the Comprehensive R Archive Network):

- miniMeta: An interactive web application to run meta-analyses, using R & Shiny
- rspiro: An implementation of spirometry equations (GLI-2012, NHANES3) in R
- FluMoDL: A package to estimate influenza-attributable mortality with distributed-lag nonlinear models

THEODOROS XANTHOS

A. PubMed Papers (30)

1. Druwé P, Benoit DD, Monsieurs KG, Gagg J, Nakahara S, Alpert EA, van Schuppen H, Élő G, Huybrechts SA, Mpotos N, Joly LM, Xanthos T, Roessler M, Paal P, Cocchi MN, Bjørshol C, Nurmi J, Salmeron PP, Owczuk R, Svavarsdóttir H, Cimpoesu D, Raffay V, Pachys G, De Paepe P, Piers R; REAPPROPRIATE study group. Cardiopulmonary Resuscitation in Adults Over 80: Outcome and the Perception of Appropriateness by Clinicians. J Am Geriatr Soc. 2020 Jan;68(1):39-45

2. Spyropoulos V, Chalkias A, Georgiou G, Papalois A, Kouskouni E, Baka S, Xanthos T. Correction to: Initial Immune Response in Escherichia coli, Staphylococcus aureus, and Candida albicans Bacteremia. Inflammation. 2020 Feb;43(1):191-192

3. Kourek C, Greif R, Georgiopoulos G, Castrén M, Böttiger B, Mongardon N, Hinkelbein J, Carmona-Jiménez F, Scapigliati A, Marchel M, Bárczy G, Van de Velde M, Koutun J, Corrada E, Scheffer GJ, Dougenis D, Xanthos T. Healthcare professionals' knowledge on cardiopulmonary resuscitation correlated with return of spontaneous circulation rates after in-hospital cardiac arrests: A multicentric study between university hospitals in 12 European countries. Eur J Cardiovasc Nurs. 2020 Jun;19(5):401-410.

4. Pais GM, Liu J, Avedissian SN, Hiner D, Xanthos T, Chalkias A, d'Aloja E, Locci E, Gilchrist A, Prozialeck WC, Rhodes NJ, Lodise TP, Fitzgerald JC, Downes KJ, Zuppa AF, Scheetz MH. Lack of synergistic nephrotoxicity between vancomycin and piperacillin/tazobactam in a rat model and a confirmatory cellular model. J Antimicrob Chemother. 2020 May 1;75(5):1228-1236.

5. Kleinaki Z, Agouridis AP, Zafeiri M, Xanthos T, Tsioutis C. picardial adipose tissue deposition in patients with diabetes and renal impairment: Analysis of the literature. World J Diabetes. 2020 Feb 15;11(2):33-41.

6. Karlis G, Kotanidou A, Georgiopoulos G, Masi S, Magkas N, Xanthos T. Usefulness of F2-isoprostanes in early prognostication after cardiac arrest: a topical review of the literature and meta-analysis of preclinical data. Biomarkers. 2020 Jun;25(4):315-321.

7. Chalkias A, Koutsovasilis A, Laou E, Papalois A, Xanthos T. Measurement of mean systemic filling pressure after severe hemorrhagic shock in swine anesthetized with propofol-based total intravenous anesthesia: implications for vasopressor-free resuscitation. Acute Crit Care. 2020 May;35(2):93-101

8. Chalkias A, Mouzarou A, Samara E, Xanthos T, Ischaki E, Pantazopoulos I. Soluble Urokinase Plasminogen Activator Receptor: A Biomarker for Predicting Complications and Critical Care Admission of COVID-19 Patients. Mol Diagn Ther. 2020 Oct;24(5):517-521.

9. Tampakis K, Vogiatzakis N, Kontogiannis C, Spartalis M, Ntalianis A, Spartalis E, Siafaka I, Iacovidou N, Chalkias A, Xanthos T. Intravenous lipid emulsion as an antidote in clinical toxicology: a systematic review. Eur Rev Med Pharmacol Sci. 2020 Jun;24(12):7138-7148.

10. Karagiannis C, Savva C, Korakakis V, Matheou I, Adamide T, Georgiou A, Xanthos T. Test-Retest Reliability of Handgrip Strength in Patients with Chronic Obstructive Pulmonary Disease. COPD. 2020 Aug 19:1-7.

11. Dimos A, Xanthopoulos A, Georgousi A, Eleftheriou M, Ekmektzoglou K, Iacovidou N, Kouskouni E, Papagiannis D, Chalkias A, Xanthos T, Skoularigis J, Triposkiadis F. Hellenic army recruits and change in tobacco use habits after entering the military life. Hellenic J Cardiol. 2020 Aug 23:S1109-9666(20)30186-X

B. Non PubMed Papers (5)
1.https://www.researchgate.net/publication/344333602_Oxygen_therapy_practices_in_the_acutely_ill_medical_patients_A_social_media-based_nationwide_study_of_clinicians'_preferences_and_summary_of_current_recommendations
2.https://www.researchgate.net/publication/342969927_Physicians'_attitudes_in_relation_to_End-of-life_Decisions_in_Neonatal_Intensive_Care_Units_a_national_multicenter_survey
3.
https://www.researchgate.net/publication/341194942_Physicians'_Attitudes_in_Relation_to_End-of-Life_Decisions_in_Neonatal_Intensive_Care_Units_A_National_Multicenter_Survey
4. https://www.researchgate.net/publication/341045805_Centhaquine_citrate_alpha2B-Adrenoceptor_ligand_Resuscitative_agent_for_hypovolemic_shock
5.
https://www.researchgate.net/publication/334744946_Emergency_medicine_and_intensive_care_medicine_the_missing_link

C. Presentations in Scientific Congresses
Invited Lectures (23)

Abstract Presentations (5)
Poster Presentations (3)

G. Membership/Leadership in scientific bodies
2020: Appointment at the RAC Committee of ECHA of the European Commission as the representative of Cyprus

ZOI PANA

period of 2020

1- PubMed or Scopus Papers

- list of publications Please see below please add two papers to Lancet oncology Journal accepted few days ago, since I am member of European Guidelines ECIL8 for the bacterial and fungal treatment guidelines in immunocompromised children with hematological malignancies
List: items 1-13 of 13 (Display the 13 citations in PubMed)
1. Meropenem vs standard of care for treatment of neonatal late onset sepsis (NeoMero1): A randomised controlled trial.
Lutsar I, Chazallon C, Trafojer U, de Cabre VM, Auriti C, Bertaina C, Calo Carducci FI, Canpolat FE, Esposito S, Fournier I, Hallik M, Heath PT, Ilmoja ML, Iosifidis E, Kuznetsova J, Meyer L, Metsvaht T, Mitsiakos G, Pana ZD, Mosca F, Pugni L, Roilides E, Rossi P, Sarafidis K, Sanchez L, Sharland M, Usonis V, Warris A, Aboulker JP, Giaquinto C; NeoMero Consortium.
PLoS One. 2020 Mar 4;15(3):e0229380. doi: 10.1371/journal.pone.0229380. eCollection 2020.
PMID: 32130261 Free PMC article. Clinical Trial.
2. Invasive Scedosporium spp. and Lomentospora prolificans infections in pediatric patients: Analysis of 55 cases from FungiScope® and the literature.
Seidel D, Hassler A, Salmanton-García J, Koehler P, Mellinghoff SC, Carlesse F, Cheng MP, Falces-Romero I, Herbrecht R, Jover Sáenz A, Klimko N, Mareş M, Lass-Flörl C, Soler-Palacín P, Wisplinghoff H, Cornely OA, Pana Z, Lehrnbecher T.
Int J Infect Dis. 2020 Mar;92:114-122. doi: 10.1016/j.ijid.2019.12.017. Epub 2019 Dec 19.
PMID: 31863876

8- Other (that you feel are relevant to your scientific profile) and Membership on leadership of Scientific Bodies
1. Scientific Member of the COVID-19 Scientific Committee Ministry of Health Cyprus (March 20-now)
2. Consultant of the Epi Surveillance Department Ministry of Health Cyprus (July-to now)
3. -Consultant and member of the ad hoc Committee for the effectiveness of the new COVID-19 vaccines Ministry of Health Cyprus (September-to now)

4. Scientific Member of the Health Technology Assessment Scientific Committee Ministry of Health Greece (2019-2020)
5. Senior Assessor of the National Notified Body for Quality in Health EKAPTY (2018-2020)
6. Deputy Leader of the European Consortium EpMYn (European pediatric mycology Network
7. Consultant of the Paneuropean C4C consortium as HTA expert in pediatric clinical trials (2019-now)
8. National Coordinator of Education of the C4C consortium for pediatric clinical trials (2019-now) in Greece
9. Member of European Guidelines Committee of ECIL8, ECMM
10. Member of the Scientific Affairs and Awards committee of the European Society of Pediatric Infectious Diseases (ESPID) 2018-2020
11. Scientific Coordinator of the new national registry of the National Greek Scientific Society of children with malignancies EEPAO (October 2020-now)

FACULTY - DENTISTRY

		Total No of Publications
1.	Athanasios Athanasiou	8
2.	Elpida Nikoloussi	1
3.	Maria Papadaki	2

ATHANASIOS E. ATHANASIOU

Only for the period of 2020

1- PubMed or Scopus Papers
- list of publications

Bin Bahar BSK, Alkhalidy SR, Kaklamanos EG, Athanasiou AE. Do orthodontic patients develop more gingival recession in anterior teeth compared to untreated individuals? A systematic review of controlled studies. International Orthodontics 2020;18:1-9.

Giannopoulou MA, Kondylidou-Sidira AC, Papadopoulos MA, Athanasiou AE. Are orthodontic landmarks and variables in digital cephalometric radiography taken in fixed and natural head positions reliable? International Orthodontics 2020;18:54-68.

Magkavali-Trikka P, Halazonetis DJ, Athanasiou AE. Estimation of root inclination of anterior teeth from virtual study models: accuracy of a commercial software. Progress in Orthodontics 20, 43 (2019) doi:10.1186/s40510-019-0298-5

Kaklamanos EG, Makrygiannakis MA, Athanasiou AE. Do analgesics used for the pain experienced after orthodontic procedures affect tooth movement rate? A systematic review based on animal studies. Orthodontics and Craniofacial Research 2020;23:143-150.

Hadj-Hamou R, Senok AC, Athanasiou AE, Kaklamanos EG. Do probiotics promote oral health during orthodontic treatment with fixed appliances? A systematic review. BMC Oral Health 2020 Apr 25;20(1):126. doi: 10.1186/s12903-020-01109-3.

Makrygiannakis MA, Dastoori M, Athanasiou AE. Orthodontic treatment of a nine-year-old patient with hypophosphatemic rickets diagnosed since the age of 2. International Orthodontics 2020;18:648-656.

Kaklamanos EG, Makrygiannakis MA, Athanasiou AE. Could medications and biologic factors affect post-orthodontic tooth movement changes? A systematic review of animal studies. Orthodontics and Craniofacial Research 2020 Jul 12.doi: 10.1111/ocr.12411.

Al Naqbi IA, Kaklamanos EG, Papadopoulou AK, Athanasiou AE. Orthodontic procedures, with or without extracting primary canines, for the interceptive management of palatally displaced permanent canines: A systematic review. Journal of Dentistry for Children (Chic) 2020;87:60-68.

3- Presentations at Scientific Conferences
- invited lectures

Athanasiou AE. Adverse effects of orthodontic treatment on dental and periodontal tissues. 14th Annual Conference of the Saudi Orthodontic Society, February 19-21, 2020, Riyadh, Saudi Arabia.

4- Chapters or Books

Eliades T, Athanasiou AE. Orthodontic Aligner Treatment: A Review of Materials, Clinical Management, and Evidence. New York: Thieme, 2021.

Zafeiriadis AA, Athanasiou AE, Eliades T. Color changes of aligners and thermoplastic retainers during intraoral service. In: Eliades T, Athanasiou AE, eds. Orthodontic Aligner Treatment: A Review of Materials, Clinical Management, and Evidence. New York: Thieme, 2021:162-9.

Al Naqbi SR, Pratsinis H, Kletsas D, Athanasiou AE, Eliades T. Biological properties of aligners. In: Eliades T, Athanasiou AE, eds. Orthodontic Aligner Treatment: A Review of Materials, Clinical Management, and Evidence. New York: Thieme, 2021:170-6.

Kaklamanos EG, Eliades T, Athanasiou AE. Aligner treatment from the patient perspective. In: Eliades T, Athanasiou AE, eds. Orthodontic Aligner Treatment: A Review of Materials, Clinical Management, and Evidence. New York: Thieme, 2021:177-84.

7- Membership on leadership of Scientific Bodies

President of the Institute of Scientific Affairs of the Hellenic Dental Association, 2020 – 2024.

Supervisor of the following Master of Science or Doctorate 12 dissertations:

Noura Saeed Sultan Almidfa. Effect of estrus cycle on the rate of orthodontic tooth movement: A systematic review of animal studies. Master of Science in Orthodontics. Dubai: Hamdan Bin Mohammed College of Dental Medicine, Mohammed Bin Rashid University of Medicine and Health Sciences, 2020.

Reem Kais Al-Saqi. Are asthma and allergy associated with increased root resorption following orthodontic treatment? A systematic review. Master of Science in Orthodontics. Dubai: Hamdan Bin Mohammed College of Dental Medicine, Mohammed Bin Rashid University of Medicine and Health Sciences, 2020.

Sanjay Kumar Jyothish. Effect of nicotine exposure on the rate of orthodontic tooth movement: A meta-analysis based on animal studies. Master of Science in Orthodontics. Dubai: Hamdan Bin Mohammed College of Dental Medicine, Mohammed Bin Rashid University of Medicine and Health Sciences, 2020.

Editorial Board Member:

Journal of Orthodontics (UK)
International Orthodontics (France)
Hellenic Orthodontic Review (Greece; Honorary Editor)

Reviewer of the following scientific journals:

American Journal of Orthodontics and Dentofacial Orthopedics (USA)
Angle Orthodontist (USA)
European Journal of Orthodontics (UK)
Orthodontics and Craniofacial Research (UK)

ELPIDA NIKOLOUSSI

Students distinction European Teratology Society – 47th ETS Conference – Koln, Germany- Young Scientists Symposium
- link: https://euc.ac.cy/el/medical-students-of-euc-participate-in-ets-47th-international-annual-meeting-in-cologne-germany/

MARIA PAPADAKI

4- Chapters or Books

- Bone lengthening by distraction. Maria E. Papadaki, Maria J. Troulis, Leonard B. Kaban. Chapter in Advanced Craniomaxillofacial Surgery. Tumor, corrective bone surgery and trauma. AOCMF. Thieme publications, September 2020
- Orbital Fractures. Papadaki M, Detorakis S. Chapter in the book Ophthalmology. Editor Stathis Detorakis. September 2020.

5- Grants (those that received funding)

7- Membership on leadership of Scientific Bodies
Reviewer
International Journal of Oral and Maxillofacial Surgery
Journal of Oral and Maxillofacial Surgery

8- Research projects

- The sclerosant aethoxysclerol to treat head and neck vascular lesions in children
- Concurrent trauma of the eye in orbital fractures.
- Measurement of the radiation dose and estimation of the computerized tomography image quality of the maxilla and mandible. A radiological study on maxillofacial phantom for dental cone beam CT.

SCIENTIFIC COLLABORATORS – MEDICINE

1. Andrea Georgiou
2. Apostolos Fyllos
3. Athanasios Papas
4. Christos Massaoutis
5. Dimitrios Chatzis
6. Elena Drakonaki
7. Georgios Georgiou
8. Iacovos Nomikos
9. Ioannis Pantazopoulos
10. Ioannis Tsouskas
11. Maria Stamelou
12. Michalis Toumbis
13. Nikos Stefanis
14. Spyros Karageorgos
15. Stephanos Christodoulides
16. Valia Papageorgiou
17. Vasilios Vasilikos
18. Vicky Danilatou

ELENA DRAKONAKI

Only for the period of 2020

1- PubMed or Scopus Papers
- number 11

The latest 2 papers my affiliation is Medical School of the European University, Cyprus.
Drakonaki EE, Simvoulakis EK, Gliatis J: High-resolution ultrasound of the ankles in Lofgren syndrome: attention to detail may be the key to diagnosis. J Ultrason 2020; 20: (in press).

Snoj Ž, Wu CH, Taljanovic MS, Dumić-Čule I, Drakonaki EE, Klauser AS.Ultrasound Elastography in Musculoskeletal Radiology: Past, Present, and Future.
Semin Musculoskelet Radiol. 2020 Apr;24(2):156-166. doi: 10.1055/s-0039-3402746. Epub 2020 May 21.PMID: 32438441

- list of publications

Drakonaki EE, Simvoulakis EK, Gliatis J: High-resolution ultrasound of the ankles in Lofgren syndrome: attention to detail may be the key to diagnosis. J Ultrason 2020; 20: (in press).

Snoj Ž, Wu CH, Taljanovic MS, Dumić-Čule I, Drakonaki EE, Klauser AS.Ultrasound Elastography in Musculoskeletal Radiology: Past, Present, and Future.

Semin Musculoskelet Radiol. 2020 Apr;24(2):156-166. doi: 10.1055/s-0039-3402746. Epub 2020 May 21.PMID: 32438441

Clinical indications for image-guided interventional procedures in the musculoskeletal system: a Delphi-based consensus paper from the European Society of Musculoskeletal Radiology (ESSR)-Part II, elbow and wrist.
Sconfienza LM, Adriaensen M, Albano D, Aparisi Gómez MP, Bazzocchi A, Beggs I, Bignotti B, Chianca V, Corazza A, Dalili D, De Dea M, Del Cura JL, Di Pietto F, Drakonaki E, Facal de Castro F, Filippiadis D, Gielen J, Gitto S, Gupta H, Klauser AS, Lalam R, Martin S, Martinoli C, Mauri G, McCarthy C, McNally E, Melaki K, Messina C, Mirón Mombiela R, Neubauer B, Obradov M, Olchowy C, Orlandi D, Plagou A, Prada Gonzalez R, Rutkauskas S, Snoj Z, Tagliafico AS, Talaska A, Vasilevska-Nikodinovska V, Vucetic J, Wilson D, Zaottini F, Zappia M, Allen G; Ultrasound and Interventional Subcommittees of the European Society of Musculoskeletal Radiology (ESSR).Eur Radiol. 2020 Apr;30(4):2220-2230. doi: 10.1007/s00330-019-06545-6. Epub 2019 Dec 16.PMID: 31844963

Clinical indications for image guided interventional procedures in the musculoskeletal system: a Delphi-based consensus paper from the European Society of Musculoskeletal Radiology (ESSR)-part III, nerves of the upper limb.
Sconfienza LM, Adriaensen M, Albano D, Allen G, Aparisi Gómez MP, Bazzocchi A, Beggs I, Bignotti B, Chianca V, Corazza A, Dalili D, De Dea M, Del Cura JL, Di Pietto F, Drakonaki E, Facal de Castro F, Filippiadis D, Gielen J, Gitto S, Gupta H, Klauser AS, Lalam R, Martin S, Martinoli C, Mauri G, McCarthy C, McNally E, Melaki K, Messina C, Mirón Mombiela R, Neubauer B, Obradov M, Olchowy C, Orlandi D, Gonzalez RP, Rutkauskas S, Snoj Z, Tagliafico AS, Talaska A, Vasilevska-Nikodinovska V, Vucetic J, Wilson D, Zaottini F, Zappia M, Plagou A; Ultrasound and Interventional Subcommittees of the European Society of Musculoskeletal Radiology (ESSR).Eur Radiol. 2020 Mar;30(3):1498-1506. doi: 10.1007/s00330-019-06479-z. Epub 2019 Nov 11.PMID: 31712960

4- Chapters or Books
1. Ultrasound guided musculoskeletal injections, edited by G Allen, D Wilson, (Elsevier)
2. Handbook of image-guided intra and extra-articular musculo-skeletal injections edited by M Obradov (Springer)

7- Membership on leadership of Scientific Bodies
1. European Society of Skeletal Radiology (member of the ultrasound subcommittee, Interventional subcommittee and educational subcommittee)
2. Hellenic Society of Musculoskeletal Radiology (treasurer elected)

ANDREA GEORGIOU

Publications:

2020 Cigarette smoking, coffee consumption, alcohol intake and risk of Crohn's disease and Ulcerative Colitis: A Mendelian randomization study Ntritsos G, Papadimitriou N, Dimou N, Evangelou E. Inflammatory Bowel Diseases

2020 Impact of heat exposure on health during a warm period in Cyprus. Pantavou K, Giallouros, G, Lykoudis, S, Markozannes, G, Euro-Mediterranean Journal for Environmental Integration Vol . 5

2019 Genetic and environmental factors contributing to Parkinson's disease: a case-control study in the Cypriot population Demetriou CA, Christou Y, Heraclides A, Leonidou E, Loukaides P, Yiasoumi E, Pantzaris M, Zamba-Papanicolaou E Frontiers in Neurology Vol. 10

Research Projects:

03/2020-Now Investigating molecular pathways linking inflammation to cardiovascular diseases ELIDEK Post-doctoral Researcher

05/2018-02/2020 Monitoring, Evaluating and Reviewing of Health Services, Patient Satisfaction and Employee Engagement in the National Health System of Cyprus OKYPY Special Research Scientist

DIMITRIOS CHATZIS

Only for the period of 2020

1- PubMed or Scopus Papers
- list of publications

- COVID-19 pandemic and cardiovascular disease: where do we stand?
Chatzis DG, Magounaki KT, Pantazopoulos IN, Johnson EO, Tsioufis KP.
Minerva Cardioangiol. 2020 May 29. doi: 10.23736/S0026-4725.20.05298-6. Online ahead of print.

- Peripherally Inserted Central Catheter lines for Intensive Care Unit and onco-hematologic patients: A systematic review and meta-analysis.
Mavrovounis G, Mermiri M, Chatzis DG, Pantazopoulos I.
Heart Lung. 2020 Jul 22:S0147-9563(20)30309-5. doi: 10.1016/j.hrtlng.2020.07.008. Online ahead of print.

- Changing the concept: from the traditional Glucose - centric, to the new Cardio-Renal-Metabolic approach for the treatment of type 2 diabetes
Dimitrios G Chatzis, Kalliopi Magounaki, Stefanos Chatzidakis, Konstantinos Avramidis, Marianna Leopoulou, John Doupis
European Endocrinology 2020 (just accepted)

2- Non Pubmed or Scopus Papers
- number: 3
- list of publications

- Chatzis D, Al-Jazrawi Z, Tzanaki I, Karpettas N, Pantazopoulos I, Patrikios I. Hypertension in the Era of COVID-19 Pandemic: a Mini Review. Int J Integr Cardiol, Volume 2:1. 107. DOI:https://doi.org/10.47275/2690-862X-107

- Leopoulou M, Chatzis D Management of Hypertension in the SARS-CoV2 Era: Current Knowledge and Future Perspectives. Prensa Med Argent, Volume 106:6. 308.

- Violetta Raffay, Zlatko Fišer, Evangelia Samara, Kalliopi Magounaki, Dimitrios Chatzis, Georgios Mavrovounis, Maria Mermiri, Filip Žunić , Ioannis Pantazopoulos Challenges in procedural sedation and analgesia in the emergency department .J Emerg Crit Care Med 2020;4:27 | http://dx.doi.org/10.21037/jeccm-19-212

3- Presentations at Scientific Conferences

- invited lectures: During the period 2018-2020 I have given 7 lectures as invited speaker in various national and international medical / cardiology / hypertension congresses (Panhellenic congress of general practicioners, Panhellenic geriatric congress, Panhellenic congress of the Greek Cardiological Society, Panhellenic congress of the working groups of the Greek Cardiological Society, 1st and 2nd seminar of clinical cardiology, annual seminar of emergency medicine and intensive care).
Also, I have participated as moderator/president (8 participations) in both national and international scientific conferences such as the official Pre ESH (European Society of Hypertension) satellite symposium on resistant hypertension and the annual meeting of the working group of obesity and high risk patients of the European Society of Hypertension (ESH).

7- Membership on leadership of Scientific Bodies

- I have been awarded the title of Clinical Hypertension Specialist by the European Society of Hypertension (ESH) and I am included in the short list of 900 European Specialists.
- Member of the REPROGRAM (Pandemic health system resilience program) international consortium of experts
- Active member of numerous scientific bodies (both national and international) (such as European Society of Hypertension, European Society of Cardiology, Hellenic Cardiological Society etc)

8- Other (that you feel are relevant to your scientific profile)

- Invited to participate as an instructor in the postgraduate program of the Medical School of the National and Kapodistrian University of Athens, entitled: “Respiratory failure and mechanical ventilation”
- Scientific collaborator of the department of emergency medicine of the University of Thessaly, Larissa, Greece.
- Public speaking on preventive cardiology on a regular basis
- Member of the organizing committee of the 2nd seminar of Clinical cardiology, 18-20/9/2020, Spetses, Greece.
-

ATHANASIOS PAPAS

1- PubMed or Scopus Papers

Evolution and refinements of a dorsal adipofascial digital artery perforator flap.
Dionyssiou D, Pagkalos A, Papas A, Pavlidis L, Spyropoulou GA, Demiri E.
Injury. 2020 Mar 9:S0020-1383(20)30245-X. doi: 10.1016/j.injury.2020.03.023.

2- Non Pubmed or Scopus Papers
- number:1
- list of publications

Cutaneous melanoma in a 9-year-old girl: case report and review of literature.

Indian Journal of Paediatric Dermatology . Apr-Jun2020, Vol. 21 Issue 2, p81-86. 6p.
Author(s): Papas, Athanasios; Chitiroglou, Prodromos; Demiri, Efterpi

Round table lectures
C. PARTICIPATION IN ROUND TABLES – PROPOSALS
1. Melanoma – The surgery's role. Lecture in Round table "Melanoma" Cancer 2020 - Guidelines Mediterranean Palace, Thessaloniki

4- Chapters or Books
Oxford Textbook of Plastic surgery
Currently processed

7- Membership on leadership of Scientific Bodies
Treasurer of Hellenic Society of Plastic, Reconstructive & Aesthetic Surgery

VALIA PAPAGEORGIOU

- Feb 2020 – now: Attendance of the Master Program in "Thrombosis and Antithrombotic Therapy"
Medical School of Larissa, University of Thessaly, Greece

Additionally, since July 2020 – now: I have been recruited as a Hematologist Consultant in the Blood Unit of AHEPA University Hospital of Thessaloniki, Greece.

VICKY DANILATOU

Only for the period of 2020

2- Non Pubmed or Scopus Papers
- number
- list of publications

1. Danilatou V, Antonakaki D, Tzagkarakis C, Kanterakis A, Katos V, Kostoulas T. Automated mortality prediction in critically ill patients with thrombosis using machine learning. Accepted as a full paper in 20th IEEE Conference on Bioinformatics and Bioengineering (BIBE-2020).

VASILIOS VASILIKOS

Period of 2018 - 2020

PubMed Results
Items 1-35 of 35 (Display the 35 citations in PubMed)

1. Trends in ablation procedures in Greece over the 2008-2018 period: Results from the Hellenic Cardiology Society Ablation Registry.
Vassilikos VP, Billis A, Efremidis M, Theodorakis G, Andrikopoulos G, Defteraios S, Katsivas A, Mouselimis D, Tsarouchas A, Baniotopoulos P, Kossyvakis C, Kanoupakis E, Ioannidis P, Fragakis N, Chatzinikolaou E, Maounis T, Paraskevaidis S, Gatzoulis K, Katritsis D, Lysitsas D, Apostolopoulos T, Manolis A, Avramidis D, Chatzidou S, Livanis E, Papagiannis I, Leftheriotis D, Tsiachris D, Tzeis S, Rassias I, Rokas S, Levendopoulos G, Kourgiannidis G, Kalpakos D, Stavropoulos G, Chiladakis I, Gaitanidou S, Ginos C, Kotsakis A, Kappos K, Kolettis T, Simantirakis E, Sideris A, Sideris S.
Hellenic J Cardiol. 2020 Sep 18:S1109-9666(20)30195-0. doi: 10.1016/j.hjc.2020.09.005. Online ahead of print.
PMID: 32956809

2. Impact of social containment measures on cardiovascular admissions and sudden cardiac death rates during Coronavirus Disease (COVID-19) outbreak in Greece.
Vassilikos VP, Pagourelias ED, Katsos K, Zaggelidou E, Raikos N, Tzikas S, Cavousoglou H, Kouparanis A, Anastasakis A, Papatheodorou E, Kassimis G, Ziakas A, Sianos G, Karvounis H, Kanonidis I, Spiliopoulou C.
Hellenic J Cardiol. 2020 Sep 15:S1109-9666(20)30199-8. doi: 10.1016/j.hjc.2020.09.009. Online ahead of print.
PMID: 32947022 No abstract available.

3. Should Percutaneous Coronary intervention be the Standard Treatment Strategy for Significant Coronary Artery Disease in all Octogenarians?
Kassimis G, Karamasis GV, Katsikis A, Abramik J, Kontogiannis N, Didagelos M, Petroglou D, Papadopoulos CE, Poulimenos L, Vassilikos V, Kanonidis I, Raina T, Ziakas A.
Curr Cardiol Rev. 2020 Sep 3. doi: 10.2174/1573403X16666200903153823. Online ahead of print.
PMID: 32885757

4. 2020 ESC Guidelines for the diagnosis and management of atrial fibrillation developed in collaboration with the European Association of Cardio-Thoracic Surgery (EACTS).
Hindricks G, Potpara T, Dagres N, Arbelo E, Bax JJ, Blomström-Lundqvist C, Boriani G, Castella M, Dan GA, Dilaveris PE, Fauchier L, Filippatos G, Kalman JM, La Meir M, Lane DA, Lebeau JP, Lettino M, Lip GYH, Pinto FJ, Thomas GN, Valgimigli M, Van Gelder IC, Van Putte BP, Watkins CL; ESC Scientific Document Group.
Eur Heart J. 2020 Aug 29:ehaa612. doi: 10.1093/eurheartj/ehaa612. Online ahead of print.
PMID: 32860505 No abstract available.

5. Colchicine as a Potential Therapeutic Agent Against Cardiovascular Complications of COVID-19: an Exploratory Review.
Papadopoulos C, Patoulias D, Teperikidis E, Mouselimis D, Tsarouchas A, Toumpourleka M, Boulmpou A, Bakogiannis C, Doumas M, Vassilikos VP.

SN Compr Clin Med. 2020 Aug 4:1-11. doi: 10.1007/s42399-020-00421-x. Online ahead of print.
PMID: 32838182 Free PMC article. Review.

6. A proposal for implementation of the chest pain unit model in Greece.
Tzikas S, Boulmpou A, Bakogiannis C, Evangeliou AP, Papadopoulos CE, Vassilikos V, Zafeiropoulos S, Hamilos M, Noutsias M, Tsigkas G, Kanakakis I, Keller T.
Hellenic J Cardiol. 2020 Aug 8:S1109-9666(20)30179-2. doi: 10.1016/j.hjc.2020.07.006. Online ahead of print.
PMID: 32781304 No abstract available.

7. The Prognostic Value of Left Atrial Deformation Parameters for Sudden Arrhythmic Events in Hypertrophic Cardiomyopathy.
Zegkos T, Ntelios D, Parcharidou D, Katranas S, Panagiotidis T, Rouskas P, Vassilikos V, Karvounis H, Efthimiadis GK.
J Am Soc Echocardiogr. 2020 Jul 31:S0894-7317(20)30306-0. doi: 10.1016/j.echo.2020.05.013. Online ahead of print.
PMID: 32747221 No abstract available.

8. Left Ventricular Pressure Strain-Derived Myocardial Work at Rest and during Exercise in Patients with Cardiac Amyloidosis.
Pagourelias ED, Vassilikos VP, Voigt JU.
J Am Soc Echocardiogr. 2020 Jul 21:S0894-7317(20)30368-0. doi: 10.1016/j.echo.2020.06.001. Online ahead of print.
PMID: 32709479 No abstract available.

9. Electronic medical registry of acute coronary syndromes in Greece. (ILIAKTIS study): Rationale and study design.
Kanakakis I, Stafylas P, Avramidis D, Dagre A, Latsios G, Nikas D, Patsourakos N, Pipilis A, Sanidas I, Skalidis E, Synetos A, Tziakas D, Tzikas S, Tsiafoutis I, Tsigkas G, Bamidis P; ILIAKTIS Investigators.
Hellenic J Cardiol. 2020 Jul 14:S1109-9666(20)30156-1. doi: 10.1016/j.hjc.2020.06.011. Online ahead of print.
PMID: 32673758 No abstract available.

10. The multiple faces of Danon disease.
Ntelios D, Parcharidou D, Zegkos T, Paraskevaidis S, Manolakos E, Papoulidis I, Vassilikos V, Karvounis H, Efthimiadis G.
Hellenic J Cardiol. 2020 Jun 15:S1109-9666(20)30101-9. doi: 10.1016/j.hjc.2020.06.004. Online ahead of print.
PMID: 32553999 No abstract available.

11. Involvement of cardiovascular system as the critical point in coronavirus disease 2019 (COVID-19) prognosis and recovery.
Lazaridis C, Vlachogiannis NI, Bakogiannis C, Spyridopoulos I, Stamatelopoulos K, Kanakakis I, Vassilikos V, Stellos K.
Hellenic J Cardiol. 2020 Jun 10:S1109-9666(20)30093-2. doi: 10.1016/j.hjc.2020.05.004. Online ahead of print.
PMID: 32534109 Free PMC article. Review.

12. First implantation of the pulsatile left ventricular assist device iVAC2L in a heart failure patient infected with influenza type A.
Tzikas S, Papadopoulos CH, Evangeliou AP, Vassilikos V.
Hellenic J Cardiol. 2020 May 26:S1109-9666(20)30091-9. doi: 10.1016/j.hjc.2020.05.002. Online ahead of print.
PMID: 32470561 No abstract available.
13. The evolution of mapping and ablation techniques in the treatment of atrial tachycardias occurring after atrial fibrillation ablation.
Ioannidis P, Zografos T, Vassilopoulos C, Christoforatou E, Kouvelas K, Kappou T, Dadous G, Skeberis V, Fragakis N, Vassilikos V, Sakadamis G, Kanonidis I.
J Interv Card Electrophysiol. 2020 May 13. doi: 10.1007/s10840-020-00759-1. Online ahead of print.
PMID: 32405890
14. Arrhythmic risk stratification in nonischemic dilated cardiomyopathy: The ReCONSIDER study design - A two-step, multifactorial, electrophysiology-inclusive approach.
Gatzoulis KA, Dilaveris P, Arsenos P, Tsiachris D, Antoniou CK, Sideris S, Kolettis T, Kanoupakis E, Sideris A, Flevari P, Vassilikos V, Kappos K, Maounis T, Katsivas A, Kotsakis A, Karvounis H, Kossyvakis C, Leventopoulos G, Kalpakos D, Tousoulis D; ReCONSIDER study Investigators.
Hellenic J Cardiol. 2020 Apr 21:S1109-9666(20)30075-0. doi: 10.1016/j.hjc.2020.03.008. Online ahead of print.
PMID: 32330568 No abstract available.
15. Left atrial strain, intervendor variability, and atrial fibrillation recurrence after catheter ablation: A systematic review and meta-analysis.
Mouselimis D, Tsarouchas AS, Pagourelias ED, Bakogiannis C, Theofilogiannakos EK, Loutradis C, Fragakis N, Vassilikos VP, Papadopoulos CE.
Hellenic J Cardiol. 2020 Apr 20:S1109-9666(20)30076-2. doi: 10.1016/j.hjc.2020.04.008. Online ahead of print.
PMID: 32325233 Review.
16. Speckle tracking deformation imaging to detect regional fibrosis in hypertrophic cardiomyopathy: a comparison between 2D and 3D echo modalities.
Pagourelias ED, Mirea O, Duchenne J, Unlu S, Van Cleemput J, Papadopoulos CE, Bogaert J, Vassilikos VP, Voigt JU.
Eur Heart J Cardiovasc Imaging. 2020 Apr 15:jeaa057. doi: 10.1093/ehjci/jeaa057. Online ahead of print.
PMID: 32294170
17. Spontaneous coronary artery dissection (SCAD): Case series and mini review.
Boulmpou A, Kassimis G, Zioutas D, Meletidou M, Mouselimis D, Tsarouchas A, Tzikas S, Vassilikos V, Kanonidis I, Tsounos I, Papadopoulos CE.
Cardiovasc Revasc Med. 2020 Mar 9:S1553-8389(20)30145-7. doi: 10.1016/j.carrev.2020.03.013. Online ahead of print.
PMID: 32173331
18. An Asymptomatic Patient with an Additional Cardiac Chamber Giant Left Atrial Appendage.

Evangeliou AP, Sotiroglou E, Charitakis N, Loufopoulos G, Varassas C, Papadopoulos S, Tzikas S, Vassilikos V.
Case Rep Cardiol. 2020 Feb 7;2020:6519089. doi: 10.1155/2020/6519089. eCollection 2020.
PMID: 32089897 Free PMC article.

20. The ESC ACCA EAPCI EORP acute coronary syndrome ST-elevation myocardial infarction registry.
Zeymer U, Ludman P, Danchin N, Kala P, Maggioni AP, Weidinger F; ACS STEMI Investigators.
Eur Heart J Qual Care Clin Outcomes. 2020 Apr 1;6(2):100-104. doi: 10.1093/ehjqcco/qcz042.
PMID: 31359068

23. Iron deficiency as therapeutic target in heart failure: a translational approach.
Bakogiannis C, Briasoulis A, Mouselimis D, Tsarouchas A, Papageorgiou N, Papadopoulos C, Fragakis N, Vassilikos V.
Heart Fail Rev. 2020 Mar;25(2):173-182. doi: 10.1007/s10741-019-09815-z.
PMID: 31230175 Review.

PubMed Results
Items 1-4 of 4 (Display the 4 citations in PubMed)

1. Ticagrelor versus Clopidogrel in patients with STEMI treated with thrombolysis: the MIRTOS trial.
Hamilos M, Kanakakis J, Anastasiou I, Karvounis C, Vasilikos V, Goudevenos J, Michalis L, Koutouzis M, Tsiafoutis I, Raisakis K, Stakos D, Hahalis G, Vardas P; Collaborators.
EuroIntervention. 2020 Jul 21:EIJ-D-20-00268. doi: 10.4244/EIJ-D-20-00268. Online ahead of print.
PMID: 32715996

3- Presentations at Scientific Conferences

More than 30 invited lectures in National and International Meetings
More than 25 abstracts and posters in National and International Meetings

4- Chapters or Books

"Conduction Disturbances" in the new book on Emergency Medicine, Medical School, Aristotle University of Thessaloniki, 2020

"Supraventricular Arrhythmias" in the new book on Internal Medicine, Medical School, Aristotle University of Thessaloniki, 2020

5- Grants (those that received funding)

More than 230,000 euros in various grands

6- Patents (approved)

THESS_HF: Digital platform for the care of patients with heart failure

7- Membership on leadership of Scientific Bodies

Tresurer, Hellenic Society of Cardiology (2018-today)
Member, Hellenic Rhythmology Society
Founding Member of the New English-speaking Department of Medicine, Aristotle University of Thessaloniki (2020)
National Coordinator: Atrial Fibrillation III Registry (sponsored by the ESC, EORP)
National Coordinator: GLORIA-AF study (Boehringer Ingelheim)
Member of the Committee for Post-Graduate Studies, Medical School of Thessaloniki (2013-today).
Member of the Committee for the New Training Sceme in Undergraduate Medicine, Medical School of Thessaloniki (2013-today).
Founder and Director of the National Registry of Ablations in Greece (under the auspices of the Hellenic Cardiac Society, 2008-today).
Founder and Director of the National Registry of Devices in Greece (Under the auspices of the Hellenic Cardiac Society, 2013-today).
Executive Editor for the prescription guidelines on arrhythmias in Greece, (National Drug Organization, EOF, 2011, 2014, 2020).
President of the National Examination Board for the specialty of Cardiology (Northern Greece).
Member of the Working Group regarding the new guidelines for the specialty in Cardiology, Ministry of Heath (2018).

8- Other (that you feel are relevant to your scientific profile)

Registered with General Medical Council (GMC), UK: No 3212888.
Member of the British Pacing and Electrophysiology Group (BPEG).
Member of the Hellenic Society of Cardiology.
Member of the Heart Rhythm Society (former NASPE - USA).
Member of the European Heart Rhythm Association (EHRA).
Fellow of the European Society of Cardiology.
Fellow of the American College of Cardiology.
Member of numerous Greek Associations (Cardiology, Electrophysiology, Thrombosis, Invasive Cardiology).

Section Editor: Hippokrateia

Reviewer: American Journal of Cardiology, International Journal of Cardiology, Journal of Atrial Fibrillation, Circulation, Arrhythmias and Electrophysiology, EuroPace, Indian Heart Journal, Hellenic Journal of Cardiology

Primary Investigator in International Multicenter Studies
GLORIA-AF, MARINER, PreserveEF, MIRTOS, PARAGON, NOAH-AF, PANTHEON, VITALITY, AVANTI, ReCONSIDER

President of the organizing comittee for the annual Intrenational
Meeting ”Arrhythmias:Updates” (since 2012), organized by the 3rd Cardiology Department, Aristotle University of Thessaloniki and the Hellenic Rhythmological Society.

Member of the organizing comittee for many local and international meetings.

IOANNIS PANTAZOPOULOS

Only for the period of 2020

1- PubMed or Scopus Papers
- list of publications:

- Azam TU, Shadid HR, Blakely P, O'Hayer P, Berlin H, Pan M, Zhao P, Zhao L, Pennathur S, Pop-Busui R, Altintas I, Tingleff J, Stauning MA, Andersen O, Adami ME, Solomonidi N, Tsilika M, Tober-Lau P, Arnaoutoglou E, Keitel V, Tacke F, Chalkias A, Loosen SH, Giamarellos-Bourboulis EJ, Eugen-Olsen J, Reiser J, Hayek SS; International Study of Inflammation in COVID-19. Soluble urokinase receptor (SuPAR) in COVID-19-related AKI. J Am Soc Nephrol. 2020 Sep 22:ASN.2020060829. Online ahead of print.
- Mermiri MI, Mavrovounis GA, Pantazopoulos IN. Drones for automated external defibrillator delivery: where do we stand? J Emerg Med. 2020 Sep 10:S0736-4679(20)30709-5.
- Mavrovounis G, Mermiri M, Chatzis DG, Pantazopoulos I. Peripherally inserted central catheter lines for intensive care unit and onco-hematologic patients: a systematic review and meta-analysis. Heart Lung. 2020 Jul 22:S0147-9563(20)30309-5.
- Chalkias A, Mouzarou A, Samara E, Xanthos T, Ischaki E, Pantazopoulos I. Soluble urokinase plasminogen activator receptor: a biomarker for predicting complications and critical care admission of COVID-19 patients. Mol Diagn Ther. 2020 Oct;24(5):517-521.
- Chatzis DG, Magounaki KT, Pantazopoulos IN, Johnson EO, Tsioufis KP. COVID-19 pandemic and cardiovascular disease: where do we stand? Minerva Cardioangiol. 2020 May 29. Online ahead of print.
- Velissaris D, Dimopoulos G, Parissis J, Alexiou Z, Antonakos N, Babalis D, Gerakari S, Kaldis V, Koutoukas P, Lada M, Leventogiannis K, Pantazopoulos I, Papadopoulos A, Polyzogopoulou E, Gogos C, Armaganidis A, Giamarellos-Bourboulis EJ. Prognostic role of soluble urokinase plasminogen activator receptor at the emergency department: A position paper by the Hellenic sepsis study group. Infect Dis Ther. 2020 Sep;9(3):407-416.
- Pantazopoulos I, Daniil Z, Moylan M, Gourgoulianis K, Chalkias A, Zakynthinos S, Ischaki E. Nasal high flow use in COPD patients with hypercapnic respiratory failure: treatment algorithm & review of the literature. COPD. 2020 Feb;17(1):101-111.

- Pantazopoulos I, Papazoglou G, Strataki K, Chalkias A. Spontaneous hemothorax complicating Von Recklinghausen's disease: Case report and review of the treatment options. J Emerg Med. 2020 Feb;58(2):e63-e66.

2- Non PubMed or Scopus Papers
- list of publications:

- Raffay V, Fiser Z, Samara E, Magounaki K, Chatzis D, Mavrovounis G, Mermiri M, Zunic F, Pantazopoulos I. Challenges in procedural sedation and analgesia in the Emergency Department. J Emerg Crit Care Med 2020;4:27.
- Pantazopoulos I, Adamos G, Sotiriou A, Chalkias A, Gourgoulianis K, Zakynthinos S, Ischaki E. Nasal high flow application for perioperative support of respiratory system in adult patients. J Emerg Crit Care Med 2020;4:18.
- Chatzis D, Al-Jazrawi Z, Tzanaki I, Karpettas N, Pantazopoulos I, Patrikios I. Hypertension in the era of COVID-19 pandemic: a mini review. Int J Integr Cardiol. 2020;2(1):108.

Invited lectures
- Master of Science "Respiratory Failure & Mechanical ventilation", National and Kapodistrian University of Athens, Medical School
- Master of Science in "Critically Illness" University of Thessaly, Medical School
- Master of Science "Primary Health Care" University of Thessaly, Medical School
- Coordinator of the Emergency Medicine course at the University of Thessaly, Medical School
- Coordinator of the Emergency Nursing course at the University of Thessaly, Nursing School
- Lectures at the Pulmonology course of the University of Thessaly, Medical School
- Lectures at the Pathophysiology course of the University of Thessaly, Medical School
- Many presentations at Scientific Conferences

Organization of courses:
- "Airway management of COVID-19 patients" at the University of Thessaly, Medical School

CHRISTOS MASSAOUTIS

1- PubMed or Scopus Papers

1: Masaoutis C, Al Besher S, Koutroulis I, Theocharis S. Exosomes in Nephropathies: A Rich Source of Novel Biomarkers. Dis Markers. 2020 Aug 12;2020:8897833. doi: 10.1155/2020/8897833. PMID: 32849923; PMCID: PMC7441435.
2: Theocharis S, Tasoulas J, Masaoutis C, Kokkali S, Klijanienko J. Salivary gland cancer in the era of immunotherapy: can we exploit tumor microenvironment?
Expert Opin Ther Targets. 2020 Aug 30:1-13. doi: 10.1080/14728222.2020.1804863. Epub ahead of print. PMID: 32744127.
3: Kounatidis D, Vallianou N, Daskalaki V, Masaoutis C, Margellou E, Harhalakis N, Kokkinakis E. Pure Red Cell Aplasia Caused by Azathioprine. Cardiovasc
Hematol Disord Drug Targets. 2020;20(2):164-165. doi:

- poster presentations (15)

1. Theocharis
2. S, Levidou G, Gajdzis P, Masaoutis C, Donizy P, Korkolopoulou P, Klijanienko J. Clinical Significance of Histone Deacetylase
3. -2 Expression in Uveal Melanoma. USCAP 109th Annual Meeting, USA, March 2020

IOANNIS TSOUSKAS

- Presentations at Scientific Conferences
- invited lectures

Forward Surgical Support

29th Multidisciplinary Medical Symposium, 251st Air Force General Hospital 2020

APOSTOLOS FYLLOS

2018-2020

Pubmed indexed publications

1. Fyllos A, Zibis A, Mpanios K, Mitrousias V, Karantanas A, Markou A, L. Mangiavini L, Luceri F. Restoration of the degenerated cervical intervertebral space: how much should we distract? A magnetic resonance imaging study. J Biol Regul Homeost Agents. 2020;34:4
   - Citations: 0
2. Athanaselis E, Fyllos A, Stephanou N, Varitimidis S, Giannikas D. A Tumor-Like Lump in the Palm Caused by an Inconspicuous-for 75 Years-Bullet. Case Reports in Orthopedics 2020(3):1-3. doi: 10.1155/2020/8898016
   - Citations: 0

3. Koutalos AA, Drakos A, Fyllos A, Doxariotis N, Varitimidis S, Malizos KN. Does Intra-Wound Vancomycin Powder Affect the Action of Intra-Articular Tranexamic Acid in Total Joint Replacement?. Microorganisms. 2020;8(5):671. Published 2020 May 6. doi:10.3390/microorganisms8050671
- Citations: 0

4. Zibis A, Varitimidis S, Fyllos A, Raoulis V, Karachalios T, Malizos K. An observational study of complications in patients with established multiple compartments syndrome of the leg [published online ahead of print, 2020 May 30]. Arch Orthop Trauma Surg. 2020;10.1007/s00402-020-03488-2. doi:10.1007/s00402-020-03488-2
- Citations: 0

Scientific Achievements

09/2020 Invited Speaker: 2ο Πανελλήνιο πολυθεματικό συνέδριο Αυτοάνοσων παθήσεων, Ρευματολογίας και Κλινικής Ανοσολογίας
ο Θέμα: Παθολογία Ώμου

08/2020 Reviewer in international, peer-reviewed journal "Archives of Orthopaedic and Trauma Surgery" (Medline/Pubmed indexed, impact factor 2.021)

07/2020 Reviewer in international, peer-reviewed journal «Computer Methods and Programs in Biomedicine» (Medline/Pubmed indexed, impact factor 3.63)

01/2020 Invited Speaker: 1ο Πανελλήνιο Σεμινάριο Κλινικής Ανατομίας Γόνατος
ο Θέμα: Ανατομία Αγγείων Γόνατος

Oral presentations of abstracts in Greek Seminars/Congresses

1. Φύλλος Α., Τσιάκας Η., Μητρούσιας Β., Λαμπρίδης Β., Ραούλης Β., Βασσάλου Ε., Μάρκου Α., Καραντάνας Α., Ζιμπής Α. Ταυτόχρονα, αμφοτερόπλευρα κατάγματα κόπωσης στην οπίσθια έσω επίφυση της κεντρικής κνήμης. Απεικόνιση και μεταβολικό οστικό προφίλ ενός ασθενούς. 27ο Πανελλήνιο Συνέδριο Ελληνικής Εταιρείας Μελέτης Μεταβολισμού των Οστών (Ε.Ε.Μ.Μ.Ο.). Ιωάννινα. 10/2020
2. Α. Φύλλος, Ν. Καραμανής, Κ. Αλεξίου, Α. Βελώνη, Φ. Παπαγεωργίου, Κ. Μαλίζος, Σ. Βαρυτιμίδης, Ζ. Νταϊλιάνα. Διακυμανση προσελευσης περιστατικων ανω ακρου στο ορθοπαιδικο τεπ κατα τη διαρκεια τησ πανδημιας sars-cov-2. 76ο Πανελλήνιο συνέδριο της Ελληνικής Εταιρείας Χειρουργικής Ορθοπαιδικής και Τραυματολογίας (ΕΕΧΟΤ). Αθήνα. 10/2020
3. Α. Φύλλος, Β. Ραούλης, Β. Μητρούσιας, Κ. Μπανιός, Β. Λαμπρίδης, Α. Ζιμπής. Χαρτογράφηση των αγγείων και της μικροκυκλοφορίας πέριξ του γόνατος με σκληρυντική ουσία σε πτωματικά παρασκευάσματα. 76ο Πανελλήνιο συνέδριο της Ελληνικής Εταιρείας Χειρουργικής Ορθοπαιδικής και Τραυματολογίας (ΕΕΧΟΤ). Αθήνα. 10/2020
4. Ε. Αθανασέλης, Α. Φύλλος, Γ. Βαρσάνης, Γ. Καλίφης, Ζ. Νταϊλιάνα, Κ. Μαλίζος, Σ. Βαρυτιμίδης. Ανάστροφος γαστροκνημιαίος κρημνός: χειρουργική τεχνική και αποτελέσματα. 76ο Πανελλήνιο συνέδριο της Ελληνικής Εταιρείας Χειρουργικής Ορθοπαιδικής και Τραυματολογίας (ΕΕΧΟΤ). Αθήνα. 10/2020
5. Β. Ραούλης, Α. Ζιμπής, Κ. Μπανιός, Α. Φύλλος, Β. Μητρούσιας, Μ. Χαντές. Ανατομική μελέτη σε φρεσκα κατεψυγμένα γόνατα του προσθίου έξω συνδέσμου (ALL) του γόνατος:

οδηγά σημεία για τη χειρουργική ανακατσκευή του. 76ο Πανελλήνιο συνέδριο της Ελληνικής Εταιρείας Χειρουργικής Ορθοπαιδικής και Τραυματολογίας (ΕΕΧΟΤ). Αθήνα. 10/2020

GEORGIOS GEORGIOU

3- Presentations at Scientific Conferences
- invited lectures

7- Membership on leadership of Scientific Bodies
2018 - 2020 Working Group of Cardiac Surgery (Chairman), Cyprus Society of Cardiology

8- Other (that you feel are relevant to your scientific profile)

2018- 2020 Visiting Senior Lecturer, Department of Surgery, Sackler Faculty of Medicine, Tel Aviv University, Israel.
2020 - PhD (c) Medical School, University of Thessaly Larissa, Greece. Determinants of Postoperative Atrial Fibrillation after Cardiac Surgery

SPYROS KARAGEORGOS

1- PubMed or Scopus Papers
- n=6

- McNerney KO, Karageorgos SA, Hogarty MD, Bassiri H. Enhancing Neuroblastoma Immunotherapies by Engaging iNKT and NK cells. Front Immunol. 2020 May 8; 11:873

3- Presentations at Scientific Conferences
- Invited lectures

- Karageorgos S. Clinical evaluation of molecular diagnosis for SARS-CoV-2 (COVID 19). "Diagnostic and therapeutic approach of infectious diseases and antimicrobial stewardship", Limassol General Hospital, 16th September 2020

- Poster presentations

- Lena P, Karageorgos S, Lamnisos D, Papageorgis P, Tsioutis C. Presence of multidrug-resistant bacteria on uniforms of healthcare professionals in healthcare settings in Cyprus: implications for targeted infection control interventions. 30th European Congress of Clinical Microbiology and Infectious Diseases (ECCMID), Paris, France, 18-21 April 2020

7- Membership on leadership of Scientific Bodies

- Member of the Antimicrobial Stewardship Committee, Limassol General Hospital, Limassol, Cyprus
- International Affairs Committee, Pediatric Infectious Diseases Society (PIDS), USA
- Young ESPID Member, European Society for Pediatric Infectious Diseases (ESPID)
- Young Scientist Member, European Society of Clinical Microbiology and Infectious Diseases (ESCMID)

8- Other (that you feel are relevant to your scientific profile)

Ad hoc reviewer: Antibiotics, Journal of Chemotherapy, Frontiers in Microbiology, Biomedicine, Journal of Antimicrobial Chemotherapy, PLOS One, BMC Infectious Diseases

MICHALIS TOUMBIS

1- PubMed or Scopus Papers

1. Community acquired pneumonia: A cost-of-illness analysis in Greece
   Naoum, P., Athanasakis, K., Kyriopoulos, I. Toumbis, M., Kyriopoulos, J.
   Rural and Remode Health 2020

3- Presentations at Scientific Conferences

- Member of the Organizing Committee in 2 National Congress and in 5 Seminars of Hellenic Thoracic Society
- Charring in National Congresses No 7
- Invited speaker in National Congresses No 15
- Invited speaker and chairperson in the 1st, 2nd, and 3rd Scientific Summit on Tobacco Harm Reduction (24-25/9/20, 29-30/5/19, 8-9/6/18)

7- Membership on leadership of Scientific Bodies

- Member of the Executive Committee of Hellenic Thoracic Society
- Member of National Addictions Authority Cyprus
- President of Cyprus Institute of Respiratory Diseases (C.I.R.D.)

8- Other

- Scientific Collaborator of EUC
- Organized the Congress of C.I.R.D
  «Η Πνευμονολογία συναντά τις ς άλλες Ειδικότητες»
  12/10/2019, European University Cyprus

NIKOS STEFANIS

Only for the period of 2020

1- PubMed or Scopus Papers
- number
- list of publications

1) The development of the Early Intervention in Psychosis (EIP) outpatient unit of Eginition University Hospital into an EIP Network.
Kollias K, Xenaki LA, Vlachos I, Dimitrakopoulos S, Kosteletos I, Nianiakas N, Stefanatou P, Stefanis NC.
Psychiatriki. 2020 Apr-Jun;31(2):177-182. doi: 10.22365/jpsych.2020.312.177.
PMID: 32840222 Free article.

2) Childhood adverse traumatic experiences and schizophrenia.
Kosteletos I, Kollias K, Stefanis N.
Psychiatriki. 2020 Jan-Mar;31(1):23-35. doi: 10.22365/jpsych.2020.311.23.
PMID: 32544074 Free article. Greek, Modern.

3) Familial and socioeconomic contributions to premorbid functioning in psychosis: Impact on age at onset and treatment response.
Hatzimanolis A, Stefanatou P, Kattoulas E, Ralli I, Dimitrakopoulos S, Foteli S, Kosteletos I, Mantonakis L, Selakovic M, Soldatos RF, Vlachos I, Xenaki LA, Smyrnis N, Stefanis NC.
Eur Psychiatry. 2020 Apr 29;63(1):e44. doi: 10.1192/j.eurpsy.2020.41.
PMID: 32345391 Free PMC article.

5) Organization framework and preliminary findings from the Athens First-Episode Psychosis Research Study.
Xenaki LA, Kollias CT, Stefanatou P, Ralli I, Soldatos RF, Dimitrakopoulos S, Hatzimanolis A, Triantafyllou TF, Kosteletos I, Vlachos II, Selakovic M, Foteli S, Mantonakis L, Ermiliou V, Voulgaraki M, Psarra E, Gülöksüz S, van Os J, Stefanis NC.
Early Interv Psychiatry. 2020 Jun;14(3):343-355. doi: 10.1111/eip.12865. Epub 2019 Aug 11.
PMID: 31402581

6) Pleiotropic Meta-Analysis of Cognition, Education, and Schizophrenia Differentiates Roles of Early Neurodevelopmental and Adult Synaptic Pathways.
Lam M, Hill WD, Trampush JW, Yu J, Knowles E, Davies G, Stahl E, Huckins L, Liewald DC, Djurovic S, Melle I, Sundet K, Christoforou A, Reinvang I, DeRosse P, Lundervold AJ, Steen VM, Espeseth T, Räikkönen K, Widen E, Palotie A, Eriksson JG, Giegling I, Konte B, Hartmann AM,

3- Presentations at Scientific Conferences
- invited lectures
- abstract presentations
- poster presentations

INVITED LECTURES IN INTERNATIONAL SCIENTIFIC MEETINGS 2020
WPA's Expert panel meeting on Early Intervention in Psychosis : 17-18 Jan 2020, Coventry, UK

ORAL PRESENTATIONS IN LOCAL SCIENTIFIC MEETINGS 2020
Polygenic Risk Scores: Prognostic Biomarkers for Medicine in 2020? Athens Greece Jan 2020

ATTENDANCE OF SCIENTIFIC MEETINGS 2020

POSTERS- ABSTRACTS 2020

The impact of inflammation in first episode psychosis. S Foteli, K Kollias, A Hatzimanolis, A Ioannidis, M Zogka, DG Vavougios, ... Neurology, Psychiatry and Brain Research 29, 8

THE PREDICTIVE VALUE OF PREMORBID ADJUSTMENT REGARDING COGNITIVE DYSFUNCTION IN SCHIZOPHRENIA P Stefanatou, CS Karatosidi, E Tsompanaki, E Kattoulas, E Tsaltas, ... Dialogues in Clinical Neuroscience & Mental Health 1 (s3)

The Limits of Polygenic Embryo Selection for Cognitive Ability. T Lencz, E Karavani, M Lam, N Barzilai, N Stefanis, A Hatzimanolis, ...NEUROPSYCHOPHARMACOLOGY 43, S319-S319

SA51THE LIMITS OF POLYGENIC EMBRYO SELECTION FOR COGNITIVE ABILITY. T Lencz, E Karavani, M Lam, N Barzilai, N Stefanis, A Hatzimanolis, ...European Neuropsychopharmacology 29, S1215-S1216

INDEPENDENT GENETIC EVIDENCE LINKS STRIATAL-ENRICHED PROTEIN TYROSINE PHOSPHATASE (STEP) TO HUMAN ATTENTION AND SCHIZOPHRENIA-RELATED TRAITS. D Avramopoulos, A Chatzimanolis, J McGrath, P Wolyniec, N Smyrnis, ...European Neuropsychopharmacology 29, S873

S125. THE ROLE OF DUP, DUI AND POLYGENIC SCORE FOR SCHIZOPHRENIA ON COGNITION IN ATHENS FEP STUDY SAMPLE. S Dimitrakopoulos, A Hatzimanolis, P Stefanatou, LA Xenaki, N Stefanis
Schizophrenia Bulletin 46 (Suppl 1), S82

4- Chapters or Books

Chief translation editor "The Shorter Oxford Textbook of Psychiatry 7th ed." by Harrison, Cowen, Burns, Fazel(eds). Broken Hill/Πασχαλίδης 2020.

5- Grants (those that received funding)

Principal Investigator (Greece) for the European Long-acting Antipsychotics in Schizophrenia Trial (EULAST). ClinicalTrials.gov identifier (NCT number): NCT02146547
Principal Partner (Greece) for the European Network of National Schizophrenia Networks Studying Gene-Environment Interactions (EU-GEI, ID: 241909)

7- Membership on leadership of Scientific Bodies

President of the Task force "Early Psychosis" within the World Federation of the Societies of Biological Psychiatry (WFSBP)
Vice President University Mental Health Research Institute (UMHRI) in Athens
Member Greek Psychiatric Association
Member Schizophrenia International Research Society (SIRS)

IACOVOS NOMIKOS

Scientific Profile (2018-2020)

A. PubMed or Scopus Papers
- number
- list of publications

1, Iakovos N. Nomikos Surgical Volunteerism
Hell Cheirourgike. 2020; 92(1): 3–6. Published online 2020 May 27. doi: 10.1007/s13126-020-0533-z PMCID: PMC7251047

2. Iakovos N Nomikos What Else but Covid-19 Pandemic? Lessons Learned
Hell Cheirourgike. 2020; 92(2): 41–45. Published online 2020 Jul 11. doi: 10.1007/s13126-020-0544-9PMCID: PMC7352083

E. Patents (approved)

Patents – New Techniques
I have invented, applied and published two new surgical techniques, one for the surgical treatment of gynecomastia and the other for the surgical treatment of strangulated inguinal hernias (please, refer to the publication list).

G. Clinical and Academic Appointments

Renewal of Medical License (granted in 1992): Medical Physician and Surgeon Commonwealth of Pennsylvania, State Board of Medicine* (2020)

*The Pennsylvania State Board of Medicine requires in order to maintain a current license, to complete 100 credits of CME (At least 20 credits shall be AMA Category 1).
In addition to the above credits, the Board requires the following mandatory CME requirements:

a) Opioid education (2 credits hours)
b) Patient Safety (12 credits hours)
c) Child abuse recognition (2 hours)

Personal Conclusive Remarks
Everything I have engaged in so far has all been driven by my keen interest to general surgery, surgical oncology and surgical education, in a way that keeps my profile consistent with the high standards of the American College of Surgeons for education, training, professional qualifications, surgical competence and ethical conduct.

MARIA STAMELOU

Only for the period of 2020

1- PubMed or Scopus Papers
- number : 46, h-index 44
- list of publications

Clinical Conditions "Suggestive of Progressive Supranuclear Palsy"-Diagnostic Performance.
Grimm MJ, Respondek G, Stamelou M, Arzberger T, Ferguson L, Gelpi E, Giese A, Grossman M, Irwin DJ, Pantelyat A, Rajput A, Roeber S, van Swieten JC, Troakes C, Meissner WG, Nilsson C, Piot I, Compta Y, Rowe JB, Höglinger GU; Movement Disorder Society-Endorsed PSP Study Group. Mov Disord. 2020 Sep 11. doi: 10.1002/mds.28263.
https://pubmed.ncbi.nlm.nih.gov/32761172/
Frailty and prodromal Parkinson's disease: Results from the HELIAD study.
Ntanasi E, Maraki M, Yannakoulia M, Stamelou M, Xiromerisiou G, Kosmidis MH, Dardiotis E, Hadjigeorgiou G, Sakka P, Gargalionis AN, Patas K, Chatzipanagiotou S, Charisis S, Stefanis L, Scarmeas N. J Gerontol A Biol Sci Med Sci. 2020 Aug 6:glaa191. doi: 10.1093/gerona/glaa191. Online ahead of print. PMID: 32761172

https://pubmed.ncbi.nlm.nih.gov/32615498/
DaTSCAN (123I-FP-CIT SPECT) imaging in early versus mid and late onset Parkinson's disease: Longitudinal data from the PPMI study.

Koros C, Simitsi AM, Prentakis A, Papagiannakis N, Bougea A, Pachi I, Papadimitriou D, Beratis I, Papageorgiou SG, Stamelou M, Trapali XG, Stefanis L. Parkinsonism Relat Disord. 2020 Jun 22;77:36-42. doi: 10.1016/j.parkreldis.2020.06.019. Online ahead of print. PMID: 32615498

https://pubmed.ncbi.nlm.nih.gov/32567751/
A Prospective Validation of the Updated Movement Disorders Society Research Criteria for Prodromal Parkinson's Disease.
Giagkou N, Maraki MI, Yannakoulia M, Kosmidis MH, Dardiotis E, Hadjigeorgiou GM, Sakka P, Ntanasi E, Anastasiou CA, Xiromerisiou G, Stefanis L, Scarmeas N, Stamelou M. Mov Disord. 2020 Jun 22. doi: 10.1002/mds.28145. Online ahead of print. PMID: 32567751

https://pubmed.ncbi.nlm.nih.gov/32818815/
Isolated and combined genetic tremor syndromes: a critical appraisal based on the 2018 MDS criteria.
Magrinelli F, Latorre A, Balint B, Mackenzie M, Mulroy E, Stamelou M, Tinazzi M, Bhatia KP. Parkinsonism Relat Disord. 2020 Jun 15;77:121-140. doi: 10.1016/j.parkreldis.2020.04.010. Online ahead of print. PMID: 32818815 Review.

https://pubmed.ncbi.nlm.nih.gov/32445197/
LRP1: A Novel Mediator of Tau Uptake.
T Marvian A, Stamelou M, U Höglinger G. Mov Disord. 2020 Jul;35(7):1136. doi: 10.1002/mds.28107. Epub 2020 May 23. PMID: 32445197 No abstract available.

https://pubmed.ncbi.nlm.nih.gov/31951049/
The Progressive Supranuclear Palsy Clinical Deficits Scale.
Piot I, Schweyer K, Respondek G, Stamelou M; DescribePSP study group; ProPSP study group; MDS-endorsed PSP study group, Sckopke P, Schenk T, Goetz CG, Stebbins GT, Höglinger GU. Mov Disord. 2020 Apr;35(4):650-661. doi: 10.1002/mds.27964. Epub 2020 Jan 17. PMID: 31951049

Serum Uric Acid Level as a Biomarker in Idiopathic and Genetic (p.A53T Alpha-Synuclein Carriers) Parkinson's Disease: Data from the PPMI Study.
Koros C, Simitsi AM, Papadimitriou D, Bougea A, Prentakis A, Papagiannakis N, Pachi I, Bozi M, Antonelou R, Angelopoulou E, Beratis I, Papageorgiou SG, Trapali XG, Stamelou M, Stefanis L. J Parkinsons Dis. 2020;10(2):481-487. doi: 10.3233/JPD-191860. PMID: 32176655
https://pubmed.ncbi.nlm.nih.gov/31799764/

Circulating Brain-enriched MicroRNAs for detection and discrimination of idiopathic and genetic Parkinson's disease.
Ravanidis S, Bougea A, Papagiannakis N, Maniati M, Koros C, Simitsi AM, Bozi M, Pachi I, Stamelou M, Paraskevas GP, Kapaki E, Moraitou M, Michelakakis H, Stefanis L, Doxakis E. Mov Disord. 2020 Mar;35(3):457-467. doi: 10.1002/mds.27928. Epub 2019 Dec 4. PMID: 31799764
https://pubmed.ncbi.nlm.nih.gov/31798050/

Respondek G, Grimm MJ, Piot I, Arzberger T, Compta Y, Englund E, Ferguson LW, Gelpi E, Roeber S, Giese A, Grossman M, Irwin DJ, Meissner WG, Nilsson C, Pantelyat A, Rajput A, van Swieten JC, Troakes C, Höglinger GU; Movement Disorder Society-Endorsed Progressive Supranuclear Palsy Study Group. Mov Disord. 2020 Jan;35(1):171-176. doi: 10.1002/mds.27872. Epub 2019 Sep 30. PMID: 31571273

3- Presentations at Scientific Conferences
- invited lectures
- abstract resentations
- poster presentations

lectures

· Approach to hyperkinetic movement disorders: Tremor/Myoclonus, 24th World Congress of Neurology, Dubai, Oct 2019

- Movement Disorders in Autoimmune encephalitis, 5th European Academy of Neurology Congress, Paris, June 2020 (virtual due to COVID-19)

- The clinical spectrum of 4R tauopathies, 24st International Congress of Parkinson's disease and Movement Disorders, September 2020 (virtual due to COVID-19)

4- Chapters or Books

Giagkou N, Stamelou M. The different syndromes of Parkinson's disease, in The Neuroscience of Parkinson's disease, Elsevier, 2020

7- Membership on leadership of Scientific Bodies

MEMBERSHIPS

- International Parkinson and Movement Disorders Society (MDS)
- European Academy of Neurology, Fellow (EAN, FEAN)
- American Academy of Neurology (AAN)
- Functional Neurological Disorders Society (Founding member) (FNDS)
- Greek Neurological Society
- European Neurological Society 2006-2013
- European Federation of Neurological socities 2006-2013

INTERNATIONAL COMMITTEES AND ADVISORY BOARDS

- Education Committee, International Parkinson's disease and Movement Disorders Society 2019-2020
- Congress Scientific Program Committee, MDS (international Parkinson's disease and Movement Disorders Society), 2020-2022

STEPHANOS CHRISTODOULIDES

1- PubMed or Scopus Papers
- list of publications

Normative values for region-specific colonic and gastrointestinal transit times in 111 healthy volunteers using the 3D-Transit electromagnet tracking system: Influence of age, gender, and body mass index.
Nandhra GK, Mark EB, Di Tanna GL, Haase AM, Poulsen J, Christodoulides S, Kung V, Klinge MW, Knudsen K, Borghammer P, Andersen KO, Fynne L, Sutter N, Schlageter V, Krogh K, Drewes AM, Birch M, Scott SM. Neurogastroenterol Motil. 2020 Feb;32(2):e13734. doi: 10.1111/nmo.13734.

5- Grants (those that received funding)
Date: (2018-present)
Title: "Investigation of the effect of L. casei Shirota on preventing abdominal symptoms and small intestinal bacterial overgrowth in patients with gastro-oesophageal reflux disease newly treated with proton pump inhibitors: a randomised controlled pilot trial"
Funded by: Yakult Europe Ltd
Amount: £170,000

8- Other (that you feel are relevant to your scientific profile)
Top downloaded paper 2018-2019 in Alimentary Pharmacology & Therapeutics

SCIENTIFIC COLLABORATORS – DENTISTRY

1. Aristomenis Syngelakis
2. Christodoulos Laspos
3. Elios Kanellos
4. Konstantina Taoufik
5. Kostas Kodonas
6. Konstantinos Lampropoulos
7. Panagiotis Politis
8. Victoria Polydorou
9. Elena Kyriakidou

ARISTOMENIS SYNGELAKIS

Membership on leadership of Scientific Bodies

2020 - : Member of the Editorial Board of the Health Review, Scientific Journal of the Hellenic Health Services Management Association

2020: Coordinator of the COVID-19 Working Group, Hellenic Dental Association.

2020: Co-Author (with Tsantidou M.) of the Strategic Planning for Oral Health 2020-2024, Hellenic Dental Association.

2020: Member of the Scientific Committee of XIV Balkan Conference on Operational Research (Hybrid Conference, Thessaloniki, 1-3.10.2020).

2018-2020: Member of the Scientific - Organizing Committee of the 20th, 21st and 22nd Panhellenic Conferences on Health Services Management, HHSMA.

VI. Other

September 2020: Unanimously approved by the board of the Hellenic Dental Association as Chief Dental Officer – Representative of Greece to the Council of the European Chief Dental Officers (it has to be approved by the Minister of Health).

CHRISTODOULOS LASPOS

2020 Aesthetic dentistry and orthodontics: AND craniofacial deformities
Angle Society of Europe, Annual Meeting.
January 26th, Going, Austria (IL).

2020 Success comes through failures.
Invisalign Teen has changed my practice and my way of thinking.
GOAS meeting
February 22, Athens, Greece (IL)

KOSTAS KODONAS

Only for the period of 2018 – 2020

1- PubMed or Scopus Papers
- number: 3
- list of publications

• Kodonas K, Fardi A, Gogos A, Economides N. Top 50 cited articles on dental stem cell research. Restorative Dentistry and Endodontics. 2020 May; 45(2):e17 https://doi.org/10.5395/rde.2020.45.e17

3- Presentations at Scientific Conferences
- invited lectures

• Kodonas K. Regenerative Endodontics. 23d Panhellenic Symposium of Endodontology, Thessaloniki, 01-02 February 2020. (Invited lecture)

- poster presentations

• Bali D, Kodonas K, Fardi A, Gogos C, Economides N. Systematic reviews and metaanalyses evaluation in regenerative endodontics. 23d Panhellenic Symposium of Endodontology, Thessaloniki, 01-02 February 2020. (Poster presentation)

KONSTANTINOS LAMPROPOULOS

A. Publications (PUBMED Papers) 2020

Thrombocytopenia after implantation of bioprosthetic aortic valves. A single-center study. Lampropoulos K, Niarchou P, Sakellaropoulou A, Bazoukis G, Mililis P, Tyrovolas K, Rokiza A, Kolokathis A, Charitos C. Acta Cardiologica 2020 SUBMIT UNDER REVIEW

Precordial ST-Segment elevation caused by proximal occlusion of a non-dominant right coronary artery. Tsamadia P, Toulgaridis F, Lampropoulos K. Hippokratia 2020 SUBMIT UNDER REVIEW

A coronary camera fistula in a patient post CABG and SAVR. Imaging and classification. Toulgaridis F, Karamichalakis N, Lampropoulos K. Hippokratia 2020 SUBMIT UNDER REVIEW

21. Current issues on simultaneous TAVR (Transcatheter aortic valve replacement) and EVAR (endovascular aneurysm repair). Schizas N, Antonopoulos K, Patris V, Kratimenos T, Lampropoulos K, Argyriou M. Journal of Cardiac Surgery 2020 SUBMIT UNDER REVIEW

Research

- Investigator at the EURObservational Research Programme for Nstemi registry in the European Society of Cardiology (ESC) 2020
- Investigator at the EURObservational Research Programme for Stemi registry in the European Society of Cardiology (ESC) 2020
- Investigator at the EURObservational Research Programme for TAVI registry in the European Society of Cardiology (ESC) 2020

I am official Reviewer for the Clinical Cardiology Journal; Acute Cardiac Care Journal; Echocardiography Journal; International Journal of Cardiology; Circulation Imaging Journal; Hellenic Journal of Cardiology; Cardiovascular ultrasound journal; Revista Espanol Cardiology Journal; British Medical Journal; Medical Principles and practice Journal; European Heart Journal; and the Catheterization and Cardiovascular Interventions Journal, Lancet, New England Journal of Medicine etc.
I am in International Editorial Board of journal Case Reports in Clinical Pathology (CRCP).
I am in Editorial Board of International journal of Cardiology and Lipidology Research (IJCLR).
I am in Editorial Board of Roger Journal of Cardiology.
I am in Editorial Board of Interventional Cardiology Journal.

Certified in Cardiology by the :
Hellenic Board of Internal Medicine,
Hellenic Board of Cardiology, Belgium Board of Internal Medicine, Belgium Board of Cardiology,
Fellow of European Cardiological Society (FESC),
Member of Working Group on European Association of Percutaneous Cardiovascular Interventions (EAPCI),
Member of Working Group on Heart Failure Association of the ESC,
Member of Council on European Valvular Heart Disease,
Member of Working Group on European Grown-up Congenital Heart Disease,
Member of Bifurcation club.
Medical Society Memberships & Working Groups:
Member of the Belgium Cardiological Society;
Member of the Hellenic Cardiological Society;
Member of the European Cardiological Society;
Member of Core Group of the HCS: Interventional Cardiology;
Vice president of the HCS: Heart valves Diseases, Adult Congenital heart disease, Pulmonary Hypertension.

Finally, I have a solid experience in teaching and giving lectures to Medicine students, residents of Cardiology, cardiologists and in participating as an expert, rapporteur in numerous medical Congresses, workshops, roundtables, from 2002 until now every year.

ELIOS KANELLOS

1. PubMed published Papers (period 2020)
Number of publications 11

1.New England Journal of Medicine
Rivaroxaban for Stroke Prevention after Embolic Stroke of Undetermined Source
Hart RG …Ilias Kanellos…et al Clinical Trial 79.25
2.Lancet Neurology
Rivaroxaban or aspirin for patent foramen ovale and embolic stroke of undetermined source: a prespecified subgroup analysis from the NAVIGATE ESUS trial Kasner SE… Ilias Kanellos …et al Clinical Trial 27.50
3.Hypertension AHA/ASA journal A Randomised cross-over trial of the impact of morning or evening dosing of antihypertensive agents on 24-hour ambulatory blood pressure. Neil Poulter, Christos Savopoulos, Aisha Anjum, Martha Apostolopoulou, Neil Chapman, Mary Cross, Emanuela Falaschetti, Spiros Fotiadis, Rebecca James, Ilias Kanellos, Matyas Szigeti, Simon Thom, Peter Sever, David Thompson, Apostolos Hatzitolios Clinical Trial 6.87
4.Current Medical Chemistry Journal
The LDL-Receptor and its molecular properties: From theory to novel biochemical and pharmacological approaches in reducing LDL-cholesterol
Petroglou D, Kanellos I, Savopoulos C et al. Review 4.18
5.Current Medical Chemistry Journal
Endothelial Dysfunction and Platelet Hyperaggregation in type 2 Diabetes Mellitus: The era of novel anti-diabetic agents Stylianos Daios, Christos Savopoulos, Ilias Kanellos et al., Review 4.18
6.Postgradmedj
Is HbA1c an ideal biomarker of well-controlled diabetes?
Kaiafa G, Veneti S, Polychronopoulos G, Pilalas D, Daios S, Kanellos I, Didangelos T, Pagoni S, Savopoulos C, Review 2.11
7.G.J Med Virol
West Nile neuroinvasive disease: Could ESR/CRP ratio be a screening biomarker?
Daios S, Polychronopoulos G, Pilalas D, Nakou I, Tegos T, Kanellos I, Vagropoulos I, Savopoulos C, Kaiafa, Review 2.02
8.Medicina Journal
Circadian Pattern of Acute Myocardial Infarction and Atrial Fibrillation in a Mediterranean Country: a study in Diabetic patients Stylianos Daios, Christos Savopoulos, Ilias Kanellos, Christos A.

Goudis, Ifigeneia Nakou, Stergiani Petalloti, Nicolas Hadjidimitriou, Antonios Ziakas, Georgia Kaiafa, Original Paper 1.20
9.International Journal of Environmental Research and Public Health
Use of JA CHRODIS recommendations and criteria to develop pilot
actions in healthcare. Baseline data from five countries. Jelka Zaletel *, Marija Švajda, Ilil Hussein, Ilias Kanellos, Vesna Bjegovic-Mikanovic, Denis Oprešnik, Marina Maggini, Clinical Trial 2.84
10.EUROPEAN JOURNAL OF HEART FAILURE (Vol. 21, pp. 284-284). 111 RIVER ST, HOBOKEN 07030-5774, NJ USA: WILEY.
Impact of combined multimodal approach (recommended pharmacological treatment, cardiovascular rehabilitation and dietary compliance) in rehospitalization and morbidity rate of heart failure patients Petridou, M., Kanellos, I. I., Antoniou, A., Matopoulou, E., Papaioannou, F., Daios, S., ... & Goudis, C Original paper 11.62
11.EUROPEAN JOURNAL OF HEART FAILURE. 111 RIVER ST, HOBOKEN 07030-5774, NJ USA: WILEY, 2019. p. 47-47.
Therapeutic approaches via blood transfusion in anemic patients with diastolic heart failure. Role of bone morphogenetic protein 11 from young (< 30age) blood donors in diastolic dysfunction reverse KANELLOS, Ilias, Kaiafa, G., Petridou, M, et al. Original paper 11.62

Number of publications
General Medicine: Open Access
Primary Bone Diffuse Large B-cell Lymphoma with Multifocal OsteolyticLesions: A Rare Entity Georgia Kaiafa, Trantafyllos Didangelos, Matthew Bobos, Eleni Karlafti, Eleftheria Ztriva, Ilias Kanellos, and Christos Savopoulos
Case Report 1.2

3. Presentations at Scientific Conferences (period 2018-2020) 3.1 Invited lectures (No=19)
Invited lecture from PanHellenic seminars of Hellenic association of Cardiology, Thessaloniki, Greece. Title: sports exercise and heart function. 20-22/02/2020.
3.2 Abstract presentations (No=9)

1. ESC professional member.
2. European Association of Preventive Cardiology (EAPC) Regular Membership.
3. Heart Failure Association (HFA) Gold membership.
4. Membership at Council for Cardiology Practice Regular (ESC).
5. Council of stroke regular member (ESC).
6. Acute Cardiovascular Care Association (ACCA) Silver membership.
7. European Heart Rhythm Association (EHRA) Silver membership.
8. ESC Working Group on Thrombosis membership.
9. ESC Working Group on Aorta & Peripheral Vascular Diseases membership.
10. Member of Hellenic Association of Cardiology. 7- Other
1. Non Stemi Registry from European Society of Cardiology – Principal Investigator: Ilias Kanellos. In progress from 2019.

2. Heart failure specialization postgraduate course – duration of 2 years- University of Zurich – Cardiology Dept. – from 2019 – until 2021. In progress.
3. 2nd Msc from Kapodistrian University of Athens, Greece – Medical School– duration of 2 years – Cardiovascular rehabilitation – under graduation.
4. 3nd Msc from University of Thessaly, Greece – Medical school – duration of 1 year – Medical Bioethics – under graduation.

VICTORIA POLYDOROU

2020- to date(ongoing research)
Postnatal echocardiographic appearance of antenatally diagnosed echogenic foci in the fetal heart.
Onassis Cardiac Surgery Centre
2019- to date (ongoing research)
Angiographic study of the anatomical variations of the carotid arteries, vertebral arteries and coronary arteries in patients with atherosclerosis. National and Kapodistrian University of Athens
2019- to date (ongoing research)
Atorvastatin therapy isassociated with improvement of oxidized low-density lipoprotein cholesterol levels, which correlates with the degree of stenosis in patients with carotid atheromatosis with and
without prior angioplasty. A ten-year follow- up.

Authors: Adamadia Polydorou 1 ,Konstadinos Alexopoulos 1 , Victoria Polydorou 3 , Sofoklis Gougialis 4 , Theodoros Gialernios 4 , Anna Zervou 4 , Kostas Gialernios 5 , Maria Piangou 6 , Vasilios Protogerou 5 , Theodoros Troupis 5
Greek Institute of Cardiology (elikar)

PANAGIOTIS POLITIS

1 - PubMed or Scopus Papers (2020):
List of Publications

1. Kaltezioti V, Foskolou IP, Lavigne MD, Ninou E, Tsampoula M, Fousteri M, Margarity M and Politis PK*. (2020). Prox1 inhibits axon outgrowth during central nervous system development. Cellular and Molecular Life Sciences. 2020, In press.
IF: 6.5 *Corresponding author.

3 - Presentations at Scientific Conferences (2020):

Invited lectures

1. 12/07/2020. Talk in the FENS (Federation of European Neuroscience Societies) Meeting, Virtual Forum 2020, organized by the British Neuroscience Society, 11-15 July 2020.

Abstract and poster presentations
- 1 abstract in FENS (Federation of European Neuroscience Societies) Meeting, Virtual Forum 2020, organized by the British Neuroscience Society, 11-15 July 2020.

5 - Grants (those that received funding) (2020):

Number of Grants: 6

1. 16/03/2020 – to date. Principal Investigator (PI) in the ELIDEK grant from Hellenic Foundation for Research and Innovation. Title: “Role of long non coding RNAs in mammalian brain development” (No: 1782). Budget: 200.000 €.

2. 13/03/2020 – to date. Co-Principal Investigator (Co-PI) in the “EREUNO-KAINOTOMO-DHMIOURGO” grant from the Secretary General for Research and Technology. Title: “Preclinical assessment of cannabinoids' therapeutic efficacy in the Fmr1 knockout rat model of autism” (CANNABinAutism - Τ2ΕΔΚ-02075). Coordinator: Prof Katerina Antoniou, Medical School, University of Ioannina, Greece. Budget for Politis Lab: 140,000 €.

3. 30/03/2020 – to date. Principal Investigator in the grant from Greek Secretariat of Research and Technology “ESPA-Support of young researchers”. Title: “LncRNAs in neural stem cells fate decisions” (No: 742). Budget: 40.000 €.

7 - Membership on leadership of Scientific Bodies (2020):

1. President elect of the Hellenic Society for Neuroscience [a constituent member of the Federation of European Neuroscience Societies (FENS) and the International Brain Research Organisation (IBRO)] for the years 2021-2022 as well as general secretary for 2019-2020.

8 - Other (relevant to my scientific profile) (2020):

Training Record of post-doctoral researchers and graduate/under-graduate students

Referee for paper and grant reviews

2. Paper Reviews
- Nucleic Acids Research; Developmental Biology; Journal of Neuroscience; Journal of Neurochemistry; Molecular Cancer; Biological Psychiatry; Developmental Biology; Developmental Neurobiology; Neurogenesis; European Journal of Pharmacology; Journal of Cellular Physiology; Differentiation Journal; Cell Death & Disease; Cellular and Molecular Neurobiology; World Journal of Experimental Medicine; Reviews in the Neurosciences; Cellular and Molecular Life Sciences; Molecular Biotechnology; Journal of Metabolic Brain Disease; Biomaterials; Bioscience reports; Experimental Cell Research; Frontiers in Cellular Neuroscience; Frontiers In Neuroscience; Frontiers Cell and Developmental Biology; International Journal of Developmental Neuroscience; Journal of Cell Biology; Journal of Cell Biology and Histology; Histology and Histopathology, and Neuroreport.

KONSTANTINA TAOUFIK

Publications 2020

1. Taoufik K, Divaris K, Kavvadia K, Koletsi-Kounari H, and Polychronopoulou A. Development and Validation of the Greek Version of the Early Childhood Oral Health Impact Scale (ECOHIS). Open Dentistry Journal. 2020 ;14:88-95.
2. Taoufik K, Divaris K, Kavvadia K, Koletsi-Kounari H, and Polychronopoulou A. Development of a Greek Oral Health Literacy Measurement Instrument: GROHL. BMC Oral Health. 2020 ;20(1):14.

Participation in congresses, seminars, webinars 2018-2020

1. How coronavirus alter the clinical exervise in Pediatric Dentistry. Webinar by Hellenic Society of Paediatric Dentistry, April 2020

ELENA KYRIAKIDOU

Pubmed Papers – Number 2

1. Clinical outcomes of lingual nerve repair. Br J Oral Maxillofac Surg. 2020 Aug Online ahead of print.
2. Multiple Orthokeratinized Odontogenic Cysts: A Report of Two Cases and Review of the Literature. Head Neck Pathol. 2020 Jun;14(2):381-385.

There is one more paper which has been accepted at Dental Update journal but not yet published

1. The Use of Cornonectomy to Manage Syptomatic Mandibular Third Molars: Techniques, Pitfalls and Suggested Guidelines.

Membership on leadership of Scientific Bodies

1. Membership of Royal College of Surgeons, England and Edinburgh
2. Royal College of Surgeons, England
3. Association of British Academic Oral & Maxillofacial Surgeons (ABAOMS)
4. Dental Sedation Teacher's Group (DSTG)
5. British Association of Oral Surgeons (BAOS)

STAFF

1. Panayiota Christodoulou
2. Theodora-Christina Kyriakou

PANAYIOTA CHRISTODOULOU

PubMed or Scopus Papers

- Christodoulou, P., Boutsikos, P., Kyriakou, T. and Patrikios, I., 2020. 7th International Multithematic Scientific Bio-Medical Congress (IMBMC), Nicosia, Cyprus, 2019. Cell Death & Disease, 11(2).

Presentations at Scientific Conferences

- 6th International Multithematic Bio-Medical Congress (IMBMC), European University Cyprus, Nicosia, Cyprus, Poster Presentation (Tripterygium Wilfordii Promotes Selective Cell Death via a Novel Na+/K+ ATP-ase Pathway)
- 7th International Multithematic Bio-Medical Congress (IMBMC), European University Cyprus, Nicosia, Cyprus, Poster Presentation (Amygdalin Extract Promotes Selective Cell Death)
- 12th European Workshops on Cell Death (EWCD), Fiuggi, Italy, Poster Presentation (Amygdalin as a chemoprotective agent in combination with the platinum drug Cisplatin)

Patents

- Intellectual Property Booster (IP Booster Service), approved S1-S5 phases (Amygdalin as a chemoprotective agent in combination with the platinum drug Cisplatin)

THEODORA-CHRISTINA KYRIAKOU

1. PubMed Papers (3)

Neophytou CM, Pierides C, Christodoulou MI, Costeas P, Kyriakou TC, Papageorgis P. The Role of Tumor-Associated Myeloid Cells in Modulating Cancer Therapy. Front Oncol. 2020 Jun 9;10:899. doi: 10.3389/fonc.2020.00899. PMID: 32656079; PMCID: PMC7325995.

Christodoulou P, Boutsikos P, Kyriakou TC, Patrikios I. 7th International Multithematic Scientific Bio-Medical Congress (IMBMC), Nicosia, Cyprus, 2019. Cell Death Dis. 2020 Feb 4;11(2):90. doi: 10.1038/s41419-020-2300-z. PMID: 32019911; PMCID: PMC7000385.

	✓	MCQs of SBA Checklist
1		Questions should be of single best answer: all alternative options provided must be plausible and familiar to students, BUT one is better than the others- the single BEST answer
2		Ask for the single BEST answer and not which one is TRUE e.g. – What is the most likely diagnosis? (The other diagnoses may be reasonable but not 'best' as agreed by experts.)
3		Provide four alternative answers (1 correct and 3 distractors). Please label the alternative answers A, B, C, D and mark in yellow highlight the correct answer.
4		The test questions should focus on appropriate intellectual activity ranging from simple recall of facts (preferably fewer than 1/3 of total number of questions) to problem solving, critical thinking, and reasoning and test a range of relevant cognitive skills (recall of causes and drugs, interpretation of results, judgement of likely diagnosis).
5		Questions should test a range of learning outcomes as well as skills, such as diagnosis, clinical management and prescribing.
6		Avoid favoring application of knowledge over simple recall.
7		Avoid negative questions (eg "…except" or "which is incorrect"). Similarly, do not ask what does NOT apply e.g. what is the least likely diagnosis/treatment. Avoid double negatives as well.
8		Avoid no answers options, such as "all of the above" or "none of the above".
9		Do not use TRUE/FALSE options.
10		Questions should be similar in style and length – reasonably short and grammatically correct without cueing the correct answer.
11		Questions should be homogeneous (eg. all should be treatments or diagnoses, as required by the question).
12		Use plain language to avoid misunderstanding based on that English is not the first language of the student
13		Avoid making the sentences of the correct answers longer or shorter than the distractors.
14		Distribute randomly the correct response among the alternative positions throughout the test, having approximately the same proportion of alternatives A, B, C, and D as the correct response.
15		Please have in mind that qualifying words such as usually, often, generally, may, and seldom are qualifiers that could indicate a true statement.
16		The final number of questions should be 40-60 (maximum)
17		Time given to students for the exam should be 1,5-2 hours (maximum).Please consider the level of difficulty and subsequently the time required per question (e.g. 1,5 minute/MCQ of moderate level of difficulty).
18		Only the delivered material should be assessed in the exam (included textbook, slides, labs & any other material).

Appendix 3.2

Considerations for Assessment of Professionalism

From our present review of the available literature, we note the following. While professionalism is one of the core concepts of contemporary medical education worldwide, there is no globally agreed definition (O'Sullivan H, et al. Integrating professionalism into the curriculum: AMEE Guide No. 61. Med Teach 2012;34:e64–e77. Birden H, et al. Defining professionalism in medical education: a systematic review. Med Teach 2014;36:47–61.). In 1986, the Liaison Committee on Medical Education (LCME) created a requirement for North American medical colleges to include professionalism and ethics into their curricula, although a standardized set of definition criteria was never established, leaving it up to each school to develop their own method of implementing and assessing these values. In 2000, Swick proposed the idea of medical professionalism as a "basis of medicine's contract with society," (Swick HM: Toward a normative definition of medical professionalism . Acad Med. 2000;75:612–616, Becker GJ: Understanding and applying the principles of contemporary medical professionalism: illustration of a suggested approach, part 2. J Am Coll Radiol. 2015;12:12–14.). Despite these advances ***obstacles remain in applying these abstract theories of professionalism to student behaviors and standardizing a "grading" system*** (Papadakis MA, et al.: A strategy for the detection and evaluation of unprofessional behavior in medical students. The university of California, San Francisco School of Medicine Clinical Clerkships Operation Committee. Acad Med. 1999, 74:980–990.).

On the other hand, the importance of effectively assessing professionalism in medical students has been highlighted in several studies showing a failure to recognize and remediate professionalism in students and showing deficits in preclinical years was associated with poor clerkship performance in clinical years (Papadakis MA, et al: Disciplinary action by medical boards and prior behavior in medical school. N Engl J Med. 2005;353:2673–2682. Ainsworth

MA, Szauter KM: Medical student professionalism: are we measuring the right behaviors? a comparison of professional lapses by students and physicians. Acad Med. 2006;81:83-86.). In addition, the process of socialization from a didactic environment to a clerkship and finally resident years exposes the medical learner to different issues at each level. Therefore, it seems inappropriate to assess all levels against one set of criteria. Moreover, in a survey, among students, residents, and faculty, it was evident that the definition of “professionalism” had different focuses among each level of training. All three groups agreed upon a few themes, namely: knowledge and technical skills, patient relationship (establishing trust and confidence), and character virtues. Within these overarching ideas, each group aspired to different ideas, reflecting their differences in acquired experiences. Students focused on the fear of hurting a patient and the desire for mutual respect between superiors and themselves; residents described the need to be succinct, available, and adaptable, with a focus on peer-based rather than patient-based duty; physicians focused on themes most closely resembling the charter, stressing maturity, resiliency, and the concept of duty to the patient (Wagner P, Hendrich J, Moseley G, et al.: Defining medical professionalism: a qualitative study. Med Educ. 2007;41:288–294.). This discrepancy highlights another difficulty towards the implementation and assessment of a standard professionalism curriculum: learners in medicine are going through different phases of identity formation and assessment strategies must take this into account when looking at which behaviors to assess. While Medical education literature has identified a variety of attributes and dimensions of professionalism with dominant ones within and/or across studies including: individual attributes such as knowledge, competence, technical skills, keeping up-to-date, honesty, integrity, motivation and being well-organised; interpersonal relationships with patients, such as respect, trust, confidence, compassion and patient-centredness; interpersonal relationships with colleagues such as team-working and collective attributes such as recognising the trust society places in the medical profession, following rules and being law-abiding (Chandratilake M, McAleer S, Gibson J.

Cultural similarities and differences in medical professionalism: a multi-region study. Med Educ 2012;46:257–66. Van De Camp K, Vernooij-Dassen MJ, Grol RP, et al. How to conceptualize professionalism: a qualitative study. Med Teach 2004;26:696–702. Wagner P, Hendrich J, Moseley G, et al. Defining medical professionalism: a qualitative study. Med Educ 2007;41:288–94.).

Appendix 3.3 Professionalism Assessment Tools

Observed clinical encounters

- Mini-CEX
- Professionalism Mini-Evaluation Exercise
- Standardized Direct Observation assessment Tool

Collated views of co-workers

- 360 Degree evaluation

Records of incidents of professional lapses

- Incident reporting form
- Critical incident reports

Simulations

- Ethical dilemmas in high-fidelity patient simulations
- OSCE

Paper-based tests

- Defining Issues Test
- Objective Structured Video Examination
- Critical Incident report
- MCQ

Patient surveys

- Patient assessment questionnaire
- Simulated patient rating scales
- Humanism scale
- RCP Patient Questionnaire

Global observer ratings

- Global Rating form
- University of Michigan Department of Surgery Professionalism Assessment
- Instrument
- EPRO-GP
- Amsterdam attitudes and communication scale

Self-administered rating scales

- Time Management Inquiry Form
- Pharmacy Professionalism Instrument
- Groningen Reflection Ability Scale
- Cross-cultural adaptability inventory
- Cultural competence self-assessment questionnaire
- Interpersonal Reactivity Index
- Penn State College of Medicine Professionalism Questionnaire

Schedule

Activity	**Date**	**Responsibility**
Read documents, initial questions to help plan a visit		JR, DP
Response to questions		EUC
Preparation and plan for visit		JR, DP
1st Visit for 4-5 days- **Observation of Teaching**	Days 1-5	DP
Response to any additional questions posed during 1st visit	Day 6	EUC
2nd Visit for 4-5 days – **Observation of Assessment**	Days 7-12	JR
Report written with comments and recommendations		JR, DP
Possible second visit for discussion, 2-3 days	TBA	JR, DP

Understanding student confidence in performing practical and clinical skills. 6th Year students, May 2019

This is an anonymous questionnaire prepared by the clinical training coordinators of the School of Medicine of EUC.
Our aim is to understand your confidence in performing practical and clinical skills and to improve the quality of your training. All personal information will be kept confidential. Results of this questionnaire won't be used for personal or promotional purposes.
Completion of this questionnaire requires less than 5 minutes.
Thank you in advance for your contribution.

* Required

1. **Gender** *
   Mark only one oval.

   - ◯ Male
   - ◯ Female

Please answer the following questions based on "How confident do you feel..." performing the following actions, on a scale from 1 to 5, where:

1 = Not confident at all
2 = Mostly Not confident
3 = Not sure - Average confident
4 = Mostly confident
5 = Totally confident

2. **1 ...Communicating with a patient who presents acutely with a complaint** *

Mark only one oval.

- Not confident at all
- Mostly Not confident
- Not sure - Average confident
- Mostly confident
- Totally confident

3. **2 ...Obtaining a full medical history of a patient who presents acutely with a complaint.** *

Mark only one oval.

- Not confident at all
- Mostly Not confident
- Not sure - Average confident
- Mostly confident
- Totally confident

4. **3 ...Performing a respiratory examination in a patient with a respiratory problem.** *

Mark only one oval.

- Not confident at all
- Mostly Not confident
- Not sure - Average confident
- Mostly confident
- Totally confident

5. **4 ...Performing a cardiovascular examination in a patient with a cardiovascular problem.** *

Mark only one oval.

- Not confident at all
- Mostly Not confident
- Not sure - Average confident
- Mostly confident
- Totally confident

6. **5 ...Performing a neurological examination in a patient with a neurological problem.** *
Mark only one oval.

- Not confident at all
- Mostly Not confident
- Not sure - Average confident
- Mostly confident
- Totally confident

7. **5 ...Performing a FULL physical examination in a patient.** *
Mark only one oval.

- Not confident at all
- Mostly Not confident
- Not sure - Average confident
- Mostly confident
- Totally confident

8. **6 ...Proposing differential diagnosis in a patient who presents with one or more symptoms.** *
Mark only one oval.

- Not confident at all
- Mostly Not confident
- Not sure - Average confident
- Mostly confident
- Totally confident

9. **7 ...Proposing an investigation plan in a patient who presents with one or more symptoms.** *
Mark only one oval.

- Not confident at all
- Mostly Not confident
- Not sure - Average confident
- Mostly confident
- Totally confident

10. **8 ...Successfully placing a peripheral vein catheter in a patient.** *
Mark only one oval.

- Not confident at all
- Mostly Not confident
- Not sure - Average confident
- Mostly confident
- Totally confident

11. **9 ...Successfully placing a urinary catheter in a patient.** *
Mark only one oval.

- Not confident at all
- Mostly Not confident
- Not sure - Average confident
- Mostly confident
- Totally confident

12. **10 ...Successfully obtaining arterial blood gases from a patient.** *
Mark only one oval.

- Not confident at all
- Mostly Not confident
- Not sure - Average confident
- Mostly confident
- Totally confident

Academic Leadership, Ad Hoc Committees & Academic Assignments

Fall Semester 2019

Administration

Dean, School of Medicine
Prof. Elizabeth O. Johnson

Deputy Dean, School of Medicine
Prof. Anastasis Stephanou

Chair, School of Medicine
Prof. Ioannis Patrikios

Vice Chair, School of Medicine & Program Coordinator
Prof. Theodoros Xanthos

Advisors to the Administration

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

Administrator:

Tasoulla Jensen, Administrator

Administrative Support:

Maria Charalambidou

Technical & Nursing Staff:

Andreas Yiallouris, Technician Administrator
George Shiammakides, Lab Assistant
Menelaos Andreou, Nurse
Theodora Tyllirou, Nurse
Sophie Themistocleous, Lab Assistant
Panayiota Christodoulou, Lab Technician
Theodora Kyriakou, Lab Technician
Rafaella Vasiliou, Nurse

Clinical Divisions: Chairs & Chair Assistants

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

Surgery
Chair: Dimitris Ntourakis, Lecturer
Chair Assistant: Adamantios Michalinos, Lecturer and
Clinical Prof Pediatric Surgery, Andreas Neofytou

Child & Maternal Health
Chair: Professor Theoklis Zaoutis, Professor
Chair Assistant: Zoi Pana, Lecturer (Child)
Chair Assistant: Clinical Assistant Prof. Andreas Stavroulis

Neuroscience, Mental Health & Sensory Systems
Chair: Prof. Vassilis Zerris, Professor
Chair Assistant: George Hadjigeorgiou, Lecturer

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

Clinical Training & Safety

Clinical Training Assistants:
Mr. Charalambos Pittas
Ms. Ourania Antoniou

Student Health & Safety Officers:
Dr. Constantinos Tsioutis
Dr. Aris Angouridis

Mental Health Advisor:
Dr. Eirini Agapidaki

Student Health & Safety Nurses:
Mr. Charalambos Pittas
Ms. Ourania Antoniou

Ad Hoc Committees

Clinical Training Committee (CTC):

1. Dr. Constantinos Tsioutis, Lecturer (Chair)
2. Dr. Adamantios Michalinos, Lecturer
3. Dr. George Hadjigeorgiou, Lecturer
4. Dr. Nikos Karpettas, Lecturer
5. Dr. Aris Angouridis, Lecturer
6. Dr. Konstantinos Ekmektzoglou, Lecturer
7. Dr. Maria Stamelou, Adjunct Associate Professor
8. Prof. Theoklis Zaoutis, Professor

External - Clinical Training Committee (CTC):

1. Prof. Vassilis Zerris, Professor (Chair)
2. Dr. Constantinos Tsioutis, Lecturer
3. Dr. George Hadjigeorgiou, Lecturer
4. Dr. Aris Angouridis, Lecturer
5. Dr. Konstantinos Ekmektzoglou, Lecturer
6. Dr. Maria Stamelou, Adjunct Associate Professor
7. Prof. Theoklis Zaoutis, Professor

Assessment / Examination Committee:

1. Prof. Elizabeth Johnson (Dean – ex officio member)
2. Dr. Eirini Agapidaki, Lecturer, Chair
3. Dr. Dimitris Ntourakis, Lecturer
4. Dr. Constantinos Tsioutis, Lecturer
5. Dr. Constantinos Michaelides, Lecturer
6. Prof. Theodoros Xanthos
7. Dr. Eleni Kardaraki, Lecturer

Curriculum Committee:

1. Prof. Elizabeth Johnson (Dean – ex officio member)
2. Prof. Theodoros Xanthos (Chair)
3. Prof. Ioannis Patrikios
4. Dr. Constantinos Tsioutis, Lecturer
5. Dr. Eirini Agapidaki, Lecturer
6. Dr. Aris Angouridis, Lecturer
7. Izmini Tzanaki (student representative)

Structure and Function (S&F) Committee:

1. Dr. Adamantios Michalinos, Lecturer (Chair)
2. Dr. Dimitris Ntourakis, Lecturer
3. Prof. Anastasis Stephanou
4. Dr. Eleni Kandaraki, Lecturer
5. Dr. Zoi Pana, Lecturer
6. Dr. Iva Tzvetanova, Lecturer

Student interview & Admissions Committee:

1. Prof. Elizabeth Johnson (Dean – ex officio member)
2. Dr. Constantinos Michaelides, Lecturer (Chair)
3. Dr. Eirini Agapidaki, Lecturer
4. Dr. Konstantinos Ekmektzoglou, Lecturer
5. Dr. Zoi Pana, Lecturer
6. Dr. Adamantios Michalinos, Lecturer
7. Dr. Eleni Kandaraki, Lecturer
8. Dr. Iva Tzvetanova , Lecturer

Academic Committee

1. Prof. Elizabeth Johnson (Dean – ex officio member)
2. Prof. Theodoros Xanthos (Chair)
3. Prof. Ioannis Patrikios
4. Dr. Constantinos Tsioutis, Lecturer

Mentoring Committee

1. Prof. Elizabeth Johnson (Dean – ex officio member)
2. Prof. Theoklis Zaoutis, (Chair)
3. Dr. Constantinos Tsioutis, Lecturer
4. Dr. Aris Angouridis, Lecturer
5. Dr. Dimitris Ntourakis, Lecturer
6. Dr. Zoi Pana, Lecturer
7. Dr. George Hadjigeorgiou, Lecturer

Quality Assurance Control Committee

1. Prof. Elizabeth Johnson (Dean – ex officio member)
2. Prof. Theodoros Xanthos (Chair)
3. Dr. George Hadjigeorgiou, Lecturer
4. Ismini Tzanaki (student representative)

Committee on Research

1. Prof. Elizabeth Johnson (Dean – ex officio member)
2. Prof. Anastasios Stephanou (Chair)
3. Dr. Eirini Agapidaki, Lecturer (Chair, Funding Initiatives)
4. Dr. Panagiotis Economides, Associate Professor
5. Dr. Iva Tzvetanova, Lecturer
6. Dr. Christina Iosif, Adjunct Associate Professor
7. Dr. Theoklis Zaoutis, Professor

Medical Thesis Committee

1. Prof. Elizabeth Johnson (Dean – ex officio member)
2. Prof. Anastasios Stephanou (Chair)
3. Dr. Zoi Pana, Lecturer
4. Dr. Constantinos Tsioutis, Lecturer
5. Dr. Aris Angouridis, Lecturer
6. Dr. Stavros Antoniou, Scientific Collaborator

Simulation Committee

1. Dr. Dimitris Ntourakis, Lecturer (Chair)
2. Dr. Konstantinos Ekmektzoglou, Lecturer (Co-Chair)
3. Prof. Theodoros Xanthos
4. Dr. Zoi Pana, Lecturer
5. Dr. Eleni Kandaraki, Lecturer
6. Dr. Carlos Chidiak, SCO
7. Dr Nikos Karpettas, Lecturer

Continuing Medical Education (CME) Program Committee

1. Prof. Elizabeth Johnson (Dean – ex officio member)
2. Prof. Vassilis Zeris (Chair)
3. Dr. Constantinos Tsioutis, Lecturer
4. Dr. Konstantinos Ekmektzoglou, Lecturer
5. Dr. George Hadjigeorgiou, Lecturer
6. Dr. Nikos Karpettas, Lecturer
7. Prof. Theodoros Xanthos

Health Policy Network

1. Prof. Elizabeth Johnson (Dean – ex officio member)
2. Prof. Theodoros Xanthos
3. Dr. Eirini Agapidaki
4. David Smith, Director, Int'l Network for Health Workforce Education
5. Matteo Vezossi, Director, Int'l Network for Health Workforce Education

Medical Greek Committee

1. Dr. Constantinos Tsioutis, Lecturer (Chair)
2. Dr. Constantinos Michaelides, Lecturer
3. Dr. Ilias Nikas, Lecturer
4. Dr. Aris Angouridis, Lecturer

Research Website Committee

1. Prof. Elizabeth Johnson (Dean – ex officio member)
2. Dr. Ilias Nikas, Lecturer (Chair)
3. Prof. Anastasios Stephanou
4. Ms. Sophie Themistocleous, Technician

Erasmus Officers for Medicine:

1. Prof. Ioannis Patrikios (faculty, collaboration with preclinical & clinical officers) (Chair)
2. Dr. Constantinos Michaelides, Lecturer (pre clinical students)
3. Dr. Constantinos Tsioutis, Lecturer (clinical students)
4. David Smith
5. Matteo

Site Visit / Accreditation Committee:

1. Prof. Elizabeth Johnson, Dean (Chair)
2. Prof. Theodoros Xanthos
3. Dr. Constantinos Tsioutis, Lecturer
4. Ms. Tasoulla Jensen, Administrator

Post-Graduate Program Coordinators

MSc Infectious Disease Prevention & Control
Dr. Constantinos Tsioutis, Lecturer

MPH Public Health: Primary Care
Dr. Aris Angouridis, Lecturer

Medical Curriculum Year Coordinators

Program (Curriculum) Coordinator
Prof. Theodoros Xanthos

Pre-Clinical Program

Year 1	Prof. Anastasis Stephanou
Year 2	Dr. Adamantios Michalinos, Lecturer
Year 3	Dr. Dimitrios Ntourakis, Lecturer

Clinical Program

Year 4	Dr. Nikos Karpettas, Lecturer
Year 5	Dr, George Hadjigeorgiou, Lecturer
Year 6	Dr. Aris Angouridis, Lecturer

Course Coordinators

COURSE CODE	COURSE NAME	COURSE COORDINATOR	Course instructors
MED101	Biochemistry I	I. Patrikios	C.Dimas P.Calder
MED102	Cell Biology	A. Stephanou	I.Tzvetanova P.Politis
MED103	Physics	I. Polycarpou	P.Kaplanis
MED104	Epidemiology	D. Paraskevis	
MED105	Biostatistics	D. Lamnisos	I.Pelagia C.Yiannakou
MED201	Anatomy II	A.Michalinos	E. Johnson G.Hadjigeorgiou
MED202	Histology Embryology II	C.Michaelides	E.Nikoloussi I. Nikas Pavlos Konstantinou C.Goula
MED203	Physiology II	Z.Pana	N. Karpettas (card) E.Kandaraki (endo) A.Zachariades (Resp)

			K.Ekmektzoglou (GI) M.Hadjigavriel (nephr) V.Papageorgiou (Hem) I.Legakis P.Gkolfakis (GI) Morfo Georgiou (immun, onco) K.Papadopoulos G.Mixides (resp-ICU)
MED204	Nutrition and Metabolism	I. Patrikios	Evelina Charidemou S.Christodoulides
MED205	Family Medicine	E. Agapidaki	
MED301	Pathophysiology I	E.Kandaraki	A.Angouridis K.Ekmektzoglou Z.Pana E.Rizos (rheum) L.Mpourantas (hem) OR V.Danilatou (hem) M.Hadjigavriel (nephr, lab) S.Karageorgos (lab) Morfo Georgiou (immun, onco)
MED302	Pathology I	I. Nikas	C.Michaelides Pavlos Konstantinou
MED303	Pharmacology I	I.Tzvetanova	
MED304	Semiology I	K.Ekmektzoglou	A.Angouridis E.Kandaraki E.Rizos (rheum) L.Mpourantas (hem) OR V.Danilatou (hem) S.Karageorgos (lab) M.Hadjigavriel (nephr, lab) C.Chidiac (sim) Paschalis OR Pallouras (skin)
MED305	General Surgery	D. Ntourakis	A.Michalinos S.Antoniou I.Nomikos P.Zavridis
MED407	Respiratory / Cardiology	N.Karpettas	I.Pantazopoulos (Resp) A.Zachariades (Resp) M.Toumbis (Resp) D.Chatzis (Card)

MED417	Digestive / Hematology	K.Ekmektzoglou	L.Bourantas (Hem) V.Danilatou (Hem) V.Papageorgiou (Hem) M.Vergoulidou (Hem) P.Gkolfakis (GI) Rokkas (GI)
MED509	Rheumatology / Musculoskeletal	C.Tsioutis (Rheum)	C.Tsioutis (Rheum) S.Ristanis (Orth) A.Fyllos (Orth) I.Vlamis (Orth)
MED519	Nervous System / Psychiatry	G.Hadjigeorgiou	K.Tsamis (Neur) N.Grigoriadis (Neur)
MED611	OB/GYN	Z.Pana	M.Simou P.Christopoulos
MED621	Ophthalmology	G.Hadjigeorgiou	K.Boboridis D.Siganos T.Ntinioti
MED631	Primary Care	A.Angouridis	A. Symeou Z.Pana A.Pavli C.Varounis
MED661	Symptoms & Interpretation	A.Angouridis	E.Rizos N.Karpettas I.Pantazopoulos E.Kandaraki M.Tsitskari

EUC Hospital Liaisons

Hospital Name	Hospital Coordinator / Liaison Person	EUC Faculty Liaison
American Medical Center	***Dr Klaus Pfannkuche*** klaus@amc.com.cy 22476708	***Dr Nikos Karpettas*** Lecturer, Cardiology 99489379 N.Karpettas@euc.ac.cy **Backup:** Dr George Hadjigeorgiou 99987025
Apollonion Hospital	***Dr Stelios Kakoullis*** kakoullis@hotmail.com 99404048	***Dr George Hadjigeorgiou*** Lecturer, Neurosurgery 99987025 G.Hadjigeorgiou@euc.ac.cy **Backup:** Dr Constantinos Tsioutis 96213383
Aretaeio Hospital	***Serafim Koufoudis*** 22200680	***Dr Diamantis Michalinos*** Lecturer, General Surgery 97655437 A.Michalinos@euc.ac.cy **Backup:** Dr Dimitrios Ntourakis 95761168
Cyprus Institute of Neurology	***Dr Yiolanda Christou*** yiolandac@cing.ac.cy 22358600	***Dr. George Hadjigeorgiou*** Lecturer, Neurosurgery 99987025 G.Hadjigeorgiou@euc.ac.cy **Backup:** Prof.Ioannis Patrikios 22559417
Hippocrateon Hospital	**Dr.Panagiotis Hadjicostas** prhadjicostas@cytanet.com.cy	***Dr. Aris Angouridis*** Lecturer, Internal Medicine 94049641 A.Angouridis@euc.ac.cy **Backup:** Dr Diamantis Michalinos 97655437
German Oncology Center	***Andreas Kazamias*** 25208089 Andreas.Kazamias@goc.com.cy	***Dr. Nikos Karpettas*** Lecturer, Cardiology 99489379 N.Karpettas@euc.ac.cy **Backup:**

		Dr Constantinos Tsioutis 96213383
Larnaca General Hospital	***Dr Maria Alexandrou*** 24800537 99477147 mralexandrou@gmail.com	***Dr. Constantinos Tsioutis*** Lecturer, Internal Medicine 96213383 K.Tsioutis@euc.ac.cy **Backup:** Dr Aris Angouridis 9404964
Arch. Makario Hospital Nicosia	***Dr Andreas Neofytou*** 99673810 dr.a.neophytou@cytanet.com.cy directornam3@mphs.moh.gov.cy	***Dr. Zoi Pana*** Lecturer, Pediatrics +30-6974770936 panazoi@gmail.com **Backup:** Dr Eleni Kandaraki
Nicosia General Hospital	***Dr Andreas Georgiou (changed to Dr Tonia Adamidou, approval by Ministry pending)***	***Dr. Constantinos Tsioutis*** Lecturer, Internal Medicine 96213383 K.Tsioutis@euc.ac.cy Backup: Dr Konstantinos Ekmektzoglou 96599198

European University Cyprus

SCHOOL OF MEDICINE

International Advisory Board Members 2019 - 2020

EXTERNAL ADVISORY BOARD

Dean: Professor Elizabeth Johnson

Head of the External Advisory Committee:

- **Prof. George Petrikkos,** Prof Emeritus, National Kapodistrian University of Athens School of Medicine, Athens, Greece

Cypriot Stakeholders

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- **Dr. Stelios Kakoullis,** Chairman of Cyprus Medical Council, Cyprus
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- **Dr. Andreas Neophytou,** Executive Director of Archbishop Makarios III Hospital, Nicosia

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- **Prof. Afksendyios Kalangos,** Director of Cardiac Surgery Department, Mitera Hospital, Athens Greece

- **Prof. Georgios Chrousos,** Professor Emeritus of Pediatrics at the National Kapodistrian University of Athens School of Medicine, Athens, Greece

- **Prof. Achilleas Gravanis,** Professor of Pharmacology, IMBB-FORTH, Advisor Emulate, Harvard Spinoff, Hellenic National Council Public Health

School of Medicine,
Dept. of Medicine Council Meeting and Online
November 27th , 2020

Start time: 12.30 pm
End time: 1.30 pm

MINUTES

MINUTES			
No	**Topic**	**Decision(s) / Action(s)**	**Action by/ Deadline**
2	Dean's update (Johnson)	The Dean announced the new Ad Hoc Committees (see attached). An email will be sent for the Year Ad Hoc Committees	Approved

2021 COMMITTEES
Department of Medicine

QUALITY ASSURANCE

Theodoros Xanthos, Chair
Elizabeth Johnson
Ilias Nikas
George Hadjigeorgiou
Andreas Yiallouris
Tasoulla Jensen
Student Representative

ACADEMIC/CURRICULUM

Theodoros Xanthos, Chair
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Ioannis Patrikios
Stylianos Kakoullis
Constantinos Tsioutis
Ilias Nikas
Iva Tzvetanova
Adamantios Michalinos
George Shammakides
Pani Christodoulou
Library Representative (or assigned Technician with the role of the Library for Medicine)
Student Representative

ADMISSIONS

Iva Tzvetanova, Chair
Elizabeth Johnson

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Anastasis Stephanou
Konstantinos Ekmektzoglou
Theodoros Lytras
Zoi Pana
Adamantios Michalinos
Maria Tsitskari
Tasoulla Jensen
Theodora Kyriakou
Maria Charalambidou

CTC

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Nikos Karpettas
Konstantinos Ekmektzoglou
Charalambos Pittas
Ourania Antoniou
Christos Kasiouris
Theodora Tyllirou
Student representative for students issues only

RESEARCH

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Elizabeth Johnson
Ioannis Patrikios

Theoklis Zaoutis
Constantinos Tsioutis
Iva Tzvetanova
Theodoros Lytras
Zoi Pana
Andreas Yiallouris
Sophie Themistokleous
Pani Christodoulou
Student Representative

MEDICAL THESIS

Elizabeth Johnson, Chair
Anastasis Stephanou
Theoklis Zaoutis
Panayiotis Economides
Nikos Karpettas
Adamantios Michalinos
Maria Tsitskari
Andreas Yiallouris

ASSESSMENT

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Elizabeth Johnson
Theodoros Xanthos
Constantinos Tsioutis
Dimitrios Ntourakis
Theodoros Lytras
Adamantios Michalinos
Menelaos Andreou

Maria Charalambidou

SIMULATION & SKILLS TRAINING

Konstantinos Ekmektzoglou, Chair
Elizabeth Johnson
Dimitrios Ntourakis
Nikos Karpettas
Zoi Pana
Maria Tsitskari
Menelaos Andreou

MENTORSHIP (STUDENT & FACULTY)

Theoklis Zaoutis, Chair
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ONLINE LEARNING & ASSESSMENT

Dimitrios Ntourakis, Chair
Elizabeth Johnson
Adamos Hadjipanayis

Ilias Nikas
Constantinos Michaelides
Sophie Themistokleous

RECRUITMENT PLAN

Dean
Deputy Dean
Chairperson
Vice Chairperson

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RECRUITMENT PLAN

Dean
Deputy Dean
Chairperson
Vice Chairperson

European University Cyprus

STRATEGIC PLAN

Our Vision

"Producing Leaders in Medicine"

School of Medicine

2020-2025

TABLE OF CONTENTS

I. INTRODUCTION

Message

The strategic plan 2020-2025 will serve as our "roadmap" for the next phase of the School of Medicine's growth and development across the next five years, as we pursue our mission, reach our vision and respect our values.

This first strategic plan comes at a critical milestone in our history where we have now evolved through our first cycle of the Medical School Program. As we move forward through our future educational cycles, the School will submit itself to a strategic planning process, the last year of every 5-year strategic planning cycle through strategic planning conversations that will involve students, faculty, staff and community. The aim is that through our interaction with all of our stakeholders that we will be able to propel the School forward to advance medical education, lead in discovery and better serve health care in our global community. At the end of each cycle, we will be able to reflect on our key achievements, and define the key strategic elements and actions of our next cycle.

Through our next strategic cycle, the School will focus on its vision to produce leaders in medicine. This will be realized through actions in 3 strategic domains of focus and 2 enablers necessary to support these domains. The 3 strategic domains of focus include: education, research and clinical care, and the 2 enablers to support these domains: our team, both faculty and staff, and governance. For each area we define overarching strategic goals that will guide our development. Under each area, strategic objectives are defined to guide our efforts and allocation of resources over the next 5 years with a series of initiatives, as well as the expected outcomes from these actions.

For each strategic pillar we outline our overarching goals, which are relevant to our mission, and perceived direction, as indicated under each pillar. Our specific strategic objectives define our **S**pecific goals that our linked to these overarching strategic directions, answering the why, who and which. Each specific strategic objective is **A**ttainable with key reasonable initiatives or actions listed for each objective. Success towards meeting each goal is **M**easurable and each task is **R**elevant to achieving each goal within a clearly defined **T**imeline, as indicated in the metrics table.

Elizabeth O. Johnson, Dean
Professor of Anatomy
European University Cyprus
School of Medicine

EUCMS 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 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

ASSESMENT OF THE SCHOOL

KEY ACHIEVEMENTS: FIRST CYCLE 2013-2019

- Transition in academic leadership and establishment of inclusive governance system
- Recruitment and retention of key academic and clinical staff
- Development of new program governance, quality assurance and evaluation processes were put in place
- The school has undergone a period of unprecedented curricular reform over the last six years, with restructuring of the preclinical and clinical program in a spiral, competency based curriculum focused on the acquisition of clinical skills
- Introduction of one Master of Science program (MSc Infections Diseases: Prevention and Control), a joint Master of Public Health (MPH) and PhD in Public Health with the Department of Health Sciences, as well as the application for two new graduate programs, specifically a PhD in Medical Sciences and a MSc in Medical Education.
- The School has expanded its clinical training to 11 sites, with three primary flagship teaching hospitals: Larnaca General Hospital, German Oncology Center, American Medical Center
- Development of extensive international portfolio of summer research and clinical externships for students
- Links with international partners, such as ELPEN, HYGEIA, IASO, Hadassah

KEY ELEMENTS: STRATEGIC PLAN 2020-2025

- Develop learning and assessment activities based on medical education expertise
- Scale up effective teaching to promote better efficiencies and allow for healthier work-life balance
- Promote research-inspired curriculum and ensuring that this is enhanced through the adoption of new technologies
- Prioritizing and identifying potential sources of research and educational expertise and development
- Enhance student assessment across all primary domains: knowledge, skills & professionalism
- Define a flagship general practice and primary care center for expansion and development of general practice student training and community service
- Enhance continuous professional development and mentoring for faculty and staff

KEY ACTIONS: STRATEGIC PLAN 2020-2025

- Recruiting international leading academics to key posts in the school to drive education and research excellence
- Develop new structures that enable effective progress
- Develop and reward educational and research excellence and productivity within the school
- Focused alignment and utilization of teaching hospitals with clinical faculty expertise

KEY PERCEIVED STRENGTHS

- Commitment of faculty, staff and students
- Small group teaching
- Commitment to external evaluation and improvement
- Excellent learning environment and facilities
- Innovative curriculum
- Student satisfaction and performance
- Diversity of learning and teaching community

KEY PERCEIVED WEAKNESSES

- Clinical placements & General Practice / Primary Care
- Student Advisory System
- Research output
- Integration of education & research
- Assessment monitoring
- Training in both educational and research competencies
- Healthy balance of workload & study load

II. STRATEGIC PILLARS

PILLAR I: EDUCATION

Build upon our foundational strengths, sharpen our spiral, competency-based curriculum and develop a system that evolves and promotes the development and mentoring of students, clinicians and scientists that can work effectively together.

OVERARCHING GOALS

- To demonstrate continuous education quality improvement, maintain professional culture of accountability
- To maintain professional culture of accountability
- To create graduates with excellence in scholarship, research innovation and engagement with the community
- To develop links and collaborations with international partners in innovative undergraduate and postgraduate programs

Strategic Objective 1

Develop a community of learners committed to self-improvement

Actions

1. Promote a community of learners committed to self-improvement and personal development
2. Establish mechanisms to engage learners in reflective learning, inclusion of a portfolio that reflects their learning and personal growth (individual development plans, etc.). A committee will be designated for designing the initial personal learning plan, which will be introduced and monitored with a cyclical implementation process that allows for feedback and modification.
3. Work with other bodies (e.g. Medical Association of Cyprus) to develop postgraduate professional development program and activities
4. Broaden the opportunities for elective clinical training through the tightening and further development of international linkages,(e.g. Hadassah, IASO Children's, Metropolitan General, Hygeia Group) to provide opportunities for personal and academic development of students and staff.
5. Develop an effective student mentoring program

Strategic Objective 2

Strengthen the focus on quality assurance and improvement process through student and staff evaluation of the program.

Actions

1. Track feedback and changes in programs and practices needed for course alignment in learning objectives, activities and outcomes and assesment to meet education standards
2. Maintain systems and methods for engaging faculty and students in utilizing feedback and integrating best educational practices to accomplish education outcomes
3. Develop an accurate graduate tracking process to ensure employability, progression and development of alumni
4. Devise means for assessment blueprint to track performance of cohorts of students in relation to intended educational outcomes depending on the year of study
5. Devise monitoring system to examine graduate readiness to work in relation to the intended educational outcomes

Strategic Objective 3

Build on the strength of our undergraduate medical education program

Actions

1. Embrace more digital tools and e-learning technologies to enhance the curriculum and learning
2. Focus on developing e-learning and distance education platforms for postgraduate teaching
3. Further promote critical thinking from early years in the curriculum through the use of small- group teaching and problem-based learning
4. Modify curriculum hours to increase student's time for self-improvement, study and reflection and promote a healthy work-life balance
5. Petition the appropriate authorities and National Agency regarding the making attendance of the didactic lectures voluntary and not mandatory, so that students may make a personal choice on how to use their time for learning.
6. Attract top caliber undergraduate students through merit-based scholarships or other strategies

Strategic Objective 4

Ensure students are competent in knowledge, practical and clinical aspects, as well as professionalism in separate domains.

Actions

1. Devise a mechanism to assess competency in all three primary domains (knowledge, skills and attitude) across all academic years
2. Recruit Expert Advisor to work with Assessment Committee to develop and outline assessment principles, strategy and quality assurance processes and re-examine the setting of pass marks
3. Develop a quality assurance cycle for assessment methods, including pre-test review, post-test item analysis and exam reliability evaluation.
4. Introduce more practical examinations (OSCEs, OSPEs, etc) throughout the curriculum
5. Introduce systematic training of examiners
6. Invite the participation of external examiners in final assessments as a quality assurance measure

Strategic Objective 5

Maintain excellence in our infrastructure necessary to deliver cutting edge curriculum and ensure our educational mission

Actions

1. Augment the usage of simulation technology in teaching with increased and upgrades of dedicated space
2. Designate dedicated space for a standardized patient teaching program
3. Designate additional dedicated teaching spaces for new educational technologies (e.g. ultrasound trainer, SECTRA, etc.)
4. Review infrastructure requirements for actively increasing case-base TBL activities
5. Develop teaching spaces (e.g. seminar room, study spaces) at core teaching hospitals for improved clinical training
6. Provide study space and resources for medical students on a full time basis on campus
7. Ensure internal and external training of staff and faculty on use of simulation and standardized patients

Strategic Objective 6

Develop teaching portfolios so as to optimize the curriculum and its delivery to ensure engaged and prepared learners and develop a community of critical thinkers

Actions

1. Presentations of educational innovation in meetings and publications
2. Invest in high quality innovative education faculty (e.g. education experts, clinical skills teaching experts)
3. Support and nurture our academic faculty by improving work:healthy living balance
4. Use technology and evidence based pedagogy to drive best practices in education

PILLAR II: RESEARCH

Conduct collaborative and transformative research, through catalyzing excellence, focusing on collaborative and translational studies, ensuring education and training, and networking with key stakeholders.

OVERARCHING GOALS

- To demonstrate continuous research quality improvement
- To maintain professional culture of accountability
- To establish focused areas of excellence and key areas of strength
- To structure an integrated cross-discipline and cross-school framework in order
- to increase capacity to perform excellent research of impact
- To develop and enhance global engagement and foster innovation
- To increase our faculty's competitiveness and their ability to pursue major scientific questions
- To increase grant income and high impact publications

Strategic Objective 1

Build a strong research faculty and staff to ensure vibrant, productive research community

Actions

1. Recruit premier research faculty to spearhead focused research efforts
2. Develop research specific job positions and career pathways
3. Recruit top research technical support staff to support research efforts of the school
4. Create funding and sustainability framework to support research endeaors
5. Develop research training program for faculty and staff

6. Develop and maintain a strong apprenticeship and mentoring model in individual labs for both students and faculty
7. Develop and maintain effective recruitment in post-graduate application processes
8. Increase the capacity for training slots available in research centers of excellence
9. Provide protected time for targeted staff to augment research efforts
10. Increase participation in peer-reviewed congresses
11. Expand international collaborative agreements with strategic research partners
12. Expand the Schools Research Committee to include international external experts
13. Provide strong research leadership and aggressively pursue research chairs in primary research pillars
14.Create a career-development program and appoint a mentorship & career-development lead
15. Increase the number of junior faculty research and research trainees involved
16. Develop research competences both at a departmental and individual level by focused training and mentoring

Strategic Objective 2

Foster collaborations across disciplines in the School, the University, and external partners and stakeholders (foster team science and multi-disciplinary approaches to advance research focus areas)

Actions

1. Use the key areas of research strength of the School to develop strategic collaborations within the University and with external partners
2. Identify means to provide grant support for collaborative – across discipline studies
3. Create research teams by recruiting basic and clinical faculty with productive research programs & promote formation of multi-disciplinary teams
4. Partner with key stake holders to maximize synergy

Strategic Objective 3

Establish focused areas of excellence and key areas of strength

Actions

1. Identify research areas where EUCMS has unique strength, critical mass and/or differentiation
2. The formal establishment of the EUC Medicine Innovation Center (MedIC) to represent a key organization step to advance the schools research agenda
3. The immediate appointment of the Center's director.
4. Expand and modernize research space
5. Develop cutting edge infrastructure for scientific expert services
6. Develop a research agenda/mission to be shared by health-system stakeholders

Strategic Objective 4

Enhance clinical research by clinical faculty and clinical instructors with investigations with high quality and impact studies that will improve clinical care, value and outcomes

Actions

1. Align the research strategy of the School with the areas of clinical expertise
2. Expand clinical research to Clinical Faculty and Clinical Instructors of affiliated partners
3. Embrace the research capacity of the EUC Clinical Faculty and Clinical Instructors
4. Develop expertise to become a coordinating center

Strategic Objective 5

Promote scientific literacy, knowledge and understanding of research methodologies in EUCMS students

Actions

1. Improve research-led teaching and foster structure inquiry of students
2. Enhance the link between research and teaching
3. Development of 3rd year medicine research project during student introduction to research methods
4. Increased involvement of external research community in supervising projects or teaching scientific method
5. Increase in peer-reviewed publications and international and national conference presentations from students
6. Increase the number of scholarships available to support students to undertake additional periods of research during summer externships
7. Offer research summer school for preclinical students to develop research projects and become involve with research community
8. Offer scholarships to support student to undertake additional periods of research, such as research externship
9. Increase involvement of students in research efforts

Strategic Objective 6

Strengthen research infrastructure including organization, governance, training and administration to ensure research becomes cutting edge

Actions

1. Invest in research infrastructure with building upgrades and redesign of research space
2. Establish core research facilities
3. Provide administrative support for research activities
4. Provide research technical expertise and support
5. Facilitate research regulatory training & laboratory access
6. Improve the research website

PILLAR III: CLINICAL CARE & TRAINING

Harmonize clinical training across focused teaching hospitals with expansion in high priority areas, such general practice

OVERARCHING GOALS

- To demonstrate continuous clinical care quality improvement
- To maintain professional culture of accountability
- Facilitate mentoring of students

Strategic Objective 1

To provide academically driven healthcare within academic health care environments

Actions

1. Recruit and retain as adjunct clinical faculty premier medical and health care professionals
2. Recruitment of key senior academic posts in clinical pillar disciplines.
3. Assist clinics / departments maintain systems and forums for practicing data-driven, evidence based medicine
4. Promote and foster a team approach to healthcare delivery in the hospital, with knowledge sharing, skills development and inclusion of research.
5. Increase length of clinical rotations to allow students to become part of the team and follow up on patient care longitudinally.
6. Provide opportunities for clinical instructors to assign senior clerks (pre-internship year) clinical responsibilities
7. Develop restructured and enhanced teaching agreements with EUC affiliated hospitals and other partner sites

Strategic Objective 2

To provide better health care outcomes by constant monitoring and outcome measures

Actions

1. The Clinical Training Committee will devise a means to track quality measures, Clinical Instructor (CI) accountability and rating scores
2. Devise CI personal professional development sessions, including, development of effective teamwork, professional development of department chairs/heads and team development, and leadership
3. Implement the new Clinical Competence Roadmap and reform according to changes in the clinical curriculum
4. Devise a matrix to ensure understandable and attainable connections between Clinical Competence Roadmap, learning outcomes and Entrustable Professional Activities (EPAs)
5. Monitor the coherence in the quality of clinical teaching across locations and departments to ensure that learning outcomes and competencies are met by students in a harmonized and standardized clinical rotation program
6. Provide relevant education training for clinical faculty and instructors that introduces purpose of clinical education, roles, student engagement in the clinical setting, patient safety and how to provide appropriate feedback.
7. Systematic involvement of the patients in strategy and planning of health care initiatives

Strategic Objective 3

Improve access to value based general practice / primary care

Actions

1. Finalize strategic collaborators and locations for general practice
2. Expose students to medical practice provided in the community
3. Recruit anchor faculty, collaborators and clinical instructors for general practice
4. Develop an increased range of primary care/general practice areas, such as pediatrics, geriatrics,
5. Acquire and develop support infrastructure and management services for the faculty practice including support staff, medical assistants

Strategic Objective 4

Develop clinical practice opportunities for EUC academic faculty

Actions

1. Create opportunities for university-based faculty to employ their clinical skills collaborating with established practice and defined affiliated clinical sites (university hospitals/clinic)
2. Use this clinical practice plan to provide effective training platform for junior and senior clerkships
3. Recruit academically-oriented clinical faculty who can also support teaching and clinical research activities as anchors for the practice plan

Strategic Objective 5

Enhance clinical practice opportunities for EUC students

Actions

1. Restructured and enhance teaching agreements with EUC affiliated hospitals and other partner sites, to develop a more coherent approach to the placement of students across clinical settings.
2. Increase clinical placements in core teaching hospitals to ensure sufficient exposure of all students in core disciplines.
3. Expand the clinical experience in clinical years (years 4-6) by increasing the duration of the semester
4. Introduce students to real patients earlier in the curriculum
5. Provide opportunities for pre-internship year students (6th year senior clerkship) to follow patients longitudinally
6. Provide opportunities for pre-internship year students (6th year senior clerkship) to take limited and supervised responsibility for a small number of patients and to prioritize daily tasks.

II. ENABLERS

ENABLER I: THE EUCMS TEAM

Team – Empower faculty and staff to lead and thrive in their chosen career paths that supports the primary pillars of the School's mission in Education, Research and Patient Care.

OVERARCHING GOALS

- To recruit, develop and retain top faculty and staff who work together as a team for the greater good
- To ensure that our faculty and staff are able to support the primary pillars of the School's mission in Education, Research and Patient Care. Foundation to this is recruitment, retention and professional development
- To ensure maintenance of active inclusion and engagement of faculty and staff in all functional elements of the school
- Create an environment of teamwork, where every individual is valued and is given the opportunity to meet their greatest potential

Strategic Objective 1

Build a supportive culture where all faculty and staff feel valued and thrive

Actions

1. Further develop our onboarding (new faculty orientation – NFO) plan to support new members of our team
2. Increase activities for wellness and address burnout
3. Identify a structure to provide a healthy balanced workload between teaching hours, clinical practice requirements and research needs for faculty and staff
4. Develop a model for the allocation of resources to free protected time for clinicians
5. Implementation of a new workload allocation model
6. Develop opportunities for administrators and staff (e.g. technicians and librarians) to participate in development of the School by inclusion in key governance committees.

Strategic Objective 2

Develop outreach, recruitment and hiring action plans to attract premier talent

Actions

1. Evaluate current state of recruitment and develop standardized processes for outreach, interviewing and hiring talent, including education, research and clinical practice, to evaluate talent for desired knowledge and behavioral competencies
2. Develop best practices for faculty searches to support a more robust and diverse candidate pool
3. Review and redirect strategic faculty and staff recruitment to attract expert personnel in key pillars of research and education
4. Review and redirect strategic faculty and staff recruitment to attract expert support personnel to meet workloads required to run the curriculum

Strategic Objective 3

Invest in diversity, professional growth and development opportunities of faculty, staff and students

Actions

1. Create advancement opportunities with progressive levels of each of the staff positions.
2. Establish effective mentoring and feedback mechanisms to reinforce requirements.
3. Develop training and mentoring opportunities, retention programs that foster staff and faculty career progression within the School
4. Ensure that effective scholarship, research and leadership skills training, and professional development programs for faculty are designed to meet existing needs and offered on a regular basis

Strategic Objective 4

Invest in our faculty and staff by providing professional development opportunities to support them to reach their goals/potential

Actions

1. Broaden and support talent development strategy and align it with expected leadership competences and operational needs of the school
2. Develop and embrace a faculty mentoring and training to develop teaching, assessment, and leadership skills
3. Develop a faculty mentoring program to assist junior faculty development
4. Enhance annual performance evaluation process and incorporate the use of an annual individual development plan to ensure every team member receives ongoing feedback
5. Professional development sessions on mentoring and mentor development, mentoring for culture change and addressing minority groups
6. Document evaluation of trainee mentoring experience, increase capacity of faculty to engage in valuable mentoring/coaching
7. Document improvement initiatives, change in policy and practice, clear handoffs between recruitment, placement and retention

Strategic Objective 5

Develop a consistent, flexible and proactive approach to faculty and staff retention

Actions

1. Develop reward and recognition programs for teaching, research and performance excellence
2. Utilize annual surveys to develop strategies to embrace talent and allow for professional growth
3. Improve the faculty promotion process, making it relevant to medical school activities and needs
4. Apply “exit interview” and “stay interview” to better understand why faculty/staff choose to stay or leave

Strategic Objective 6

Engage, recognize and nurture our affiliate faculty. Our affiliates (collaborators, adjunct, clinical faculty and clinical instructors are valuable mentors for our students and residents. They are an essential connection between the school and the community and the best advocates of the EUC School of Medicine reputation)

Actions

1. Conduct a needs assessment to determine the needs and wants of our affiliated faculty
2. Offer programs and initiatives and academic incentives to facilitate engagement with School and encourage their service as a School ambassador
3. Create distinct categories of affiliation to recognize the effort and commitment of affiliate faculty members who significantly contribute to the education of our medical students (e.g. teaching academy)
4. Develop a speaker's bureau to create Grand Round seminars, distinguished guest lectureships and an affiliate faculty list of skills for School communications and university media usage

ENABLER II: GOVERNANCE & EVALUATION

Inclusive operational excellence, empowered to fulfill our mission, vision and values and ensure a working environment that inspires innovation, strengthens academic and research affiliation and fosters agility.

Strategic Objective 1

Develop structure and governance that support above mentioned functions and objectives, leads to improvement of education and healthcare
and is responsive to change.

Actions

1. Reconfigure governance structure to reflect growth and maturation of the school
2. Identify potential impact of implementing traditional (separate) departmental (divisions) structure that best supports the growth and strategic objectives of the school

Strategic Objective 2

Develop opportunities for other stakeholders to actively participate and have a voice in School Governance

Actions

1. Include patient groups in Advisory Board to contribute to mission and vision
2. Include administrators and staff (librarians and technicians) in key governance committees
3. Include students in curriculum focused committees, such as the structure and function, medical Greek, etc.

Strategic Objective 3

Enhance monitoring and evaluation of the program

Actions

1. Include part-time collaborators, clinical instructors and clinical faculty in activities of program monitoring and evaluation
2. Include support staff (e.g. technicians) in activities of program monitoring and evaluation

Strategic Plan Timeline & Expected Outcomes

Strategic Pillar I:			
Education	**TimeLine**		
Strategic Objectives	**Short-term Relevant Metrics (Year 1-2)**	**Mid-term Relevant Metrics (Year 3)**	**Long-term Relevant Metrics (Year 4-5)**
• Develop a community of learners committed to self-improvement • Strengthen the focus on quality assurance and improvement process through student and staff evaluation of the program • Build on the strength of our undergraduate medical education program • Ensure students are competent in knowledge, practical and clinical aspects, as well as professionalism in separate domains • Maintain excellence in our infrastructure necessary to deliver cutting edge curriculum and ensure our educational mission • Develop teaching portfolios so as to optimize the curriculum and its delivery to ensure engaged and prepared learners and develop a community of critical thinkers	• Student Portfolio with defined reflection exercises • Individual personal development plans for students • Student mentoring program • Improved work:healthy living balance of faculty with protected time for clinical and research work • Graduate tracking system • Increase time for student reflection & self-improvement • System for assessing competency in all 3 domains (knowledge, skills & professionalism) • Expert advisor input on Assessment • Increased use of practical exams (OSCEs, OSPEs, etc.) • Study space available full time on campus • Internal training of staff in simulation • High profile education experts on faculty	• Increased number of elective international clinical training sites • System for tracking feedback and program changes to assess course alignment & education standards • System for utilizing and evaluation feedback • Assessment blueprinting system • Quality assurance system for assessment • Implementation of organized case-based teaching • New auditoriums • Increase number of simulation training spaces • Devised standard patient training infrastructure • Use of external examiners • External training of staff in simulation	• Extensive application of e-learning technologies across curriculum • Increase number of faculty and presentations in meetings related to medical education • Teaching & study spaces at core teaching hospitals • Effective work:healthy living balance for faculty

Strategic Pillar II:			
Research	**TimeLine**		
Strategic Objectives	**Short-term Relevant Metrics (Year 1-2)**	**Mid-term Relevant Metrics (Year 3)**	**Long-term Relevant Metrics (Year 4-5)**
• Build a strong research faculty and staff to ensure vibrant, productive research community • Foster collaborations across disciplines in the School, the University, and external partners and stakeholders (foster team science and multi-disciplinary approaches to advance research focus areas) • Establish focused areas of excellence and key areas of strength • Enhance clinical research by clinical faculty and clinical instructors with investigations with high quality and impact that will improve clinical care, value and outcomes • Promote scientific literacy, knowledge and understanding of research methodologies in EUCMS students • Strengthen research infrastructure including organization, governance, training and administration to ensure research becomes cutting edge	• Premier researchers on full time faculty • Dedicated research technical support staff • Research Mentoring • Research training program • Protected research time for faculty • Defined key areas of strength • Formalize the EUC Medicine Innovation Center (MedIC) • Clinical faculty and investigators involved in primary research projects • 3rd year student research projects • Involvement of externals in supervising student projects • Increase square footage of functional lab space • Increased number of student scholarships for externships • Establish shared core facilities • Increased grants submitted • Increased manuscripts submitted to peer-reviewed journals • Increased number of enrolled students in graduate programs • Research support staff trained and certified	• Increased participation in peer reviewed congress • Increased number of agreements with research partners • Research leaders & chairs in primary research pillars • Increased of publications in peer-reviewed journals • Increased grants as PI • Research summer school • Increased clinical research activities • Increased number of MD students, graduate students, and staff participating in research activity	• Dedicated funding to support research • Increased training slots in research centers of excellence • Expert services • EUCMS serves as a coordinating center • Dissemination of scholarly information on a national level (# of invitations to speak nationally, NIH councils, peer-reviewed publications) • Bibliometrics (Scopus, Web of Science H-index,): number of publications cited • Increased of collaborative research projects (inter-Institution, inter-EUC): new and completed

Strategic Pillar III:			
Clinical Care & Training	**TimeLine**		
Strategic Objectives	**Short-term Relevant Metrics (Year 1-2)**	**Mid-term Relevant Metrics (Year 3)**	**Long-term Relevant Metrics (Year 4-5)**
• To provide academically driven healthcare within academic health care environments • To provide better health care outcomes by constant monitoring and outcome measures • Improve access to value based general practice / primary care • Develop clinical practice opportunities for EUC academic faculty • Enhance clinical practice opportunities for EUC students	• Recruitment of Key senior Academic posts in clinical pillar disciplines • Increase length of clinical rotation to allow students to follow up patients • Student Portfolio with defined reflection exercises • Individual personal development plants for students • Improved work:healthly living balance of faculty with protected time for clinical and research work • Implement the Clinical Competence Roadmap • Monitor the coherence in the quality of teaching across locations • Provide Relevant Education training for clinical faculty	• Increased number of elective international clinical training sites • System for utilizing and evaluation feedback • Implementation of organized case-based teaching • New auditoriums • Increase number of simulation training spaces • Devised standard patient training infrastructure • Acquire and develop support infrastructure and management services for the faculty practice including support staff and medical assistants	• Extensive application of e-learning technologies across curriculum • Increased number of faculty and presentation in meetings related to medical education • Increased number of faculty trained in international centers of excellence in Medical Education and Research

Enabler I:			
Team: Faculty & Staff	**TimeLine**		
Strategic Objectives	**Short-term Relevant Metrics (Year 1-2)**	**Mid-term Relevant Metrics (Year 3)**	**Long-term Relevant Metrics (Year 4-5)**
• Build a supportive culture where all faculty and staff feel valued and thrive • Develop outreach, recruitment and hiring action plans to attract premier talent • Invest in diversity, professional growth and development opportunities of faculty, staff and students • Invest in or faculty and staff by providing professional development opportunities to support reach their goals and potential • Develop a consistent, flexible and proactive approach to faculty and staff retention • Engage, recognize and nurture our affiliate faculty, including our affiliated faculty (collaborators, adjunct, clinical faculty) who are valuable mentors for our students.	• Staff career ladder and reclassifications implemented • Staff, core and affiliate faculty satisfaction survey deployed • Community Council established • New building as a top goal in FAU's capital campaign • Brand awareness survey deployed • Campaign goal for facility enhancements across all College of Medicine activities established	• Staff salary equity analysis completed • Increased of activities to improve affiliate faculty engagement • Increased number of tailored community engagement activities	• Retention of a diverse faculty and staff • Core and affiliate faculty satisfaction rates • Presence in ranking list

Enabler II:			
Governance & Evaluation	**TimeLine**		
Strategic Objectives	**Short-term Relevant Metrics (Year 1-2)**	**Mid-term Relevant Metrics (Year 3)**	**Long-term Relevant Metrics (Year 4-5)**
• Develop structure and governance that supports above mentioned functions and objectives and includes multi-disciplinary research, translational and practice development that is responsive to change • Develop opportunities for other stakeholders to actively participate and have a voice in school governance • Enhance monitoring and evaluation of the program	• Staff and administration are actively involved in governance committees • New committees cover new areas of development • Additional stake holders (e.g. patient groups) are included in advisory board	• More effective and responsive governance leadership structure	• Department structure that matches faculty growth

Peer Observation and Peer-Review of teaching

Peer observation of teaching for development purposes is:

"A collaborative and reciprocal process whereby one peer observes another's teaching (actual or virtual) and provides supportive and constructive feedback. Its underlying rationale is to encourage (continued) professional development in teaching and learning through critical reflection, by both observer and 'observe'. It may also include 'observation' and feedback of non-classroom aspects [such as] a staff member's approaches to teaching and learning, including module or course design and documentation, teaching resources, appropriateness of assessment etc." (Lublin, 2002 p5)

Peer observation of teaching for development purposes is NOT:

- the same as teaching observation, and should not involve an unequal power balance (i.e., it should not involve your line manager or your supervisor observing you teach)
- a judgmental process, primarily carried out for quality assessment or evaluative reasons.

What is Peer Observation of Teaching for?

Among other things, peer observation of teaching allows both peer observer and observee to:

- develop their own reflective practice
- share good teaching practices
- gain new ideas and fresh perspectives about teaching
- enhance their own teaching skills
- improve the quality of the learning experiences made available to students.

Peer observation of teaching may also:

- raise the profile of teaching and learning within your department
- enable departments to demonstrate a commitment to enhancing teaching quality for external evaluation processes

EUC School of Medicine has elected to adopt the well-developed Peer Review program developed by MacDonald and Kell, Cardiff University, Wales Deanery Deoniaeth, Develop your Teaching through Peer Review.

MacDonald and Kell outline the following steps in detail:

> "While there is a range of possible foci for peer review of teaching, the reflective dialogue is most effective when it follows the steps below. Please note that, dependent upon the topic of the review, the data collection stage may merge with the reflective dialogue session."

Step 1: Advance Meeting

Reviewer

- Meet your peer partner (the reviewee) to discuss the context, purpose and scope of the peer review.
- Try to find out what is important in the reviewee's view of teaching.

Reviewee

- Use the meeting to establish the ground rules for the process including the extent to which confidentiality applies.
- Try to find out what is important in the reviewer's view of teaching.
- Discuss your learning styles and approaches.

Step 2: Discuss the Focus of The Peer Review

Reviewer

- Establish what evidence/data would the reviewee like you to collect to support the reflective dialogue.
- Identify how and when this data will be collected e.g. will you sit in a room mapping teacher/learner activity for an hour or will you read all the formative comments written on a piece of work?

Reviewee

- You need to consider whether you wish to have a specific aspect of your teaching reviewed or are you trying out something new?

Step 3: Collect The Evidence

Reviewer

- Collect the data or any evidence that will support the reflective dialogue.
- The evidence may also include a search of the related generic

and/or subject-specific literature. You may want to consider what is recognised as good practice within that speciality teaching? What theory underpins this practice?

Step 4: The Reflective Dialogue

Reviewer • Help the reviewee to explore their practice, its underpinning assumptions and effects on learning based upon the evidence collected. • It is good practice to adopt a 'question-only' approach. This will help maximise the reflective practice and forestall the urge to say 'Well, I would have….'!

Reviewee • As the meeting concludes, it is helpful for both parties to exchange 'gains' from the peer review process. This is an opportunity for you both to acknowledge the contribution of the other to your learning. • If you workplace does not require outcomes for dissemination, it might be appropriate to consider how to disseminate features of your peer review findings/process/innovations that would be of interest to others e.g. meetings, newsletters, teaching sessions.

Step 5: Implications for Your Practice – The Key Step

Reviewer • Document how the process has informed your own teaching practice.

Reviewee • Record/write a reflective account of the effects on your teaching of undertaking the peer review process.

MacDonald and Kell conclude: "Peer review should form an integral part of all teaching activities carried out in a variety of teaching settings. It is crucial that it is perceived as and implemented in a developmental manner with no judgemental elements included. A strong element is one of reflection with the reviewer entering into a reflective dialogue with the reviewee. In many situations people feel more comfortable if they identify 'peer partners' where they each review the other's teaching with mutual gain."

The School will use the "Peer Review of Teaching: An Overview" as described by Perlman & McCann (1998) and Chism (1998).

Forms of Peer Review: The Teaching Portfolio

"There are three sources of teaching data: students, peers-colleagues-consultants, and self. Teaching portfolios focus on self evaluation and assessment, the teacher as a reflective practitioner. In writing a teaching portfolio, teachers are confronted with the question of whether the way they teach and spend their time is congruent with their philosophy of teaching and goals for students. Often faculty work with a collegial coach, using the portfolio as a springboard for discussions about one's teaching."

The body of the teaching portfolio deals with questions such as:

- The faculty member's teaching philosophy
- The goals of one's teaching
- Successes in the classroom
- Areas for improvement
- Goals for the next two or five years of teaching.

A teaching portfolio contains documents and materials that collectively capture the scope and quality of teaching performance in a careful and thoughtful manner. It displays and documents one's teaching, using selected information and solid evidence of effectiveness. Attached materials include the syllabus, exams, reading lists and texts, assignments, and so forth.

Feedback

The process of giving feedback during a peer review is critical if those being reviewed are to improve their teaching. The chances that teaching improvement will occur increases when feedback:

- Is accurate and specific, with examples
- Contributes to what the teacher has already thought about (dovetails with self knowledge)
- Comes from a trusted and credible source
- Is given in a supportive, non-judgmental manner
- Has positives intermixed with areas for growth
- Provides specific alternatives for aspects of teaching that need change or improvement
- Is focused
- Is relevant
- Allows for discussion and interaction.

Guiding Principles for Quality Peer Review of Teaching

The School of Medicine also adopts the Guiding Principles for Quality of Peer Review of Teaching, as defined by Perlman & McCann (1998) and Chism (1998).

"Whether a peer review of teaching includes classroom visits, a teaching portfolio, or a more limited submission of teaching materials, there are certain general principles to consider."

1. No surprises. Faculty must know the use to which a peer review will be put! The reviewer and teacher must agree on the process of peer review.
2. Knowing and understanding a subject does not mean you can teach it well. Good teachers are made, not born.
3. Considerable thought and effort are needed for good peer review.
4. The notion to sit beside, that is, two professionals working collaboratively, is critical.
5. Do no harm. The person being reviewed may be concerned about being found wanting, about being less than excellent, or being treated unfairly or harshly. Confidentiality in a formative review must be maintained.
6. Peer review includes a focus on the thinking behind the work--faculty members' reasons for teaching the way they do, as well as the actual work itself.
7. Peer review should focus on specific teaching behaviours (e.g., syllabi, handouts, organization of lecture, eliciting questions from students, level of content).
8. Discourse should be based on reasoned opinions, not personal biases or judgments. A good peer review requires reflection.
9. Build on strengths. It is easy to determine what needs work. Be sure to identify what went well.
10. Good peer review involves being honest about the issues, but tender on the person.
11. Feedback must be provided in a timely and thoughtful manner, and the reviewer should meet with the faculty member being reviewed to provide this feedback.
12. Be patient. Improving teaching takes time.
13. The process of peer review takes time. Yet the sense of contributing to teaching development and working with colleagues usually makes the additional responsibility and time commitment worthwhile.
14. Reviewers also benefit from peer review. Ideas to improve their own teaching are likely to develop.

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European University Cyprus

SCHOOL OF MEDICINE
EUROPEAN UNIVERSITY CYPRUS

Instructor's Logbook Evaluation

Academic period: F2019

Please read text below for instructions on how to complete and evaluate.

You are expected to complete all information related to your subject in the following columns: Part A (absences), Part B, Part C, Part D **and final grade of logbook per student.**

The logbook carries 20% of the total grade. In addition, attendance (in clinics and classes together) carries an additional 10%.

Notes in the various grading parts below:

[1]**Part A. total no.of absences (in rotations and theory classes)** The rotations schedule is available for you to check for attendances per student group. Take into account student clinical placements and the justified absences on the midterm dates.
[2]**Part B & C. Patient assignment** Take into account the relevant guides and learning priorities of your course, as outlined in the Logbook. To be as objective as possible in your evaluation, start by evaluating the logbooks of high-preforming and low-performing students. This will provide you with a sense of the range of activities performed and degree of performance of the class.
[3]**Part D. Mini-CEX** Students are required to complete one mini-CEX form per subject. This form is mostly used to detect outliers, ie.to increase the grade of someone who is exceptional, or to justify a low grade in a student with a bad performance. Based on it, you may add or remove up to 10%.
[4]**Comments** It is absolutely necessary that you include at least one comment to use as feedback to the student, supporting your grading options.