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Συνεχιζόμενη Εκπαίδευση Ιατρών και Επαγγελματιών Υγείας. Μέθοδοι και Αξιολόγηση. Αρχές Βιοηθικής στην Προκλινική και την Κλινική Έρευνα.



ΕΛΛΗΝΙΚΗ ΔΗΜΟΚΡΑΤΙΑ
Εθνικόν και Καποδιστριακόν
Πανεπιστήμιον Αθηνών
— ΙΔΡΥΘΕΝ ΤΟ 1837 —

ΑΡΕΤΑΙΕΙΟ
ΝΟΣΟΚΟΜΕΙΟ

Απόστολος Ε. Παπαλόης, PhD, KGSJ, AMACS

- Επισκέπτης Καθηγητής, Β' Χειρουργικής Κλινικής Ιατρικής Σχολής ΕΚΠΑ,
Αρεταίειο Νοσοκομείο.

- Πρόεδρος Επιστημονικής Επιτροπής

Ειδικής Μονάδας Βιοϊατρικής Έρευνας και Εκπαίδευσης, Ιατρικής Σχολής Α.Π.Θ.

- Μέλος Εθνικής Επιτροπής Ζώων Εργαστηρίου.

- Τακτικό Μέλος Τομεακού Συμβουλίου Εκπαίδευσης και Δεξιοτήτων
Εθνικού Συμβουλίου Έρευνας, Τεχνολογίας και Καινοτομίας.

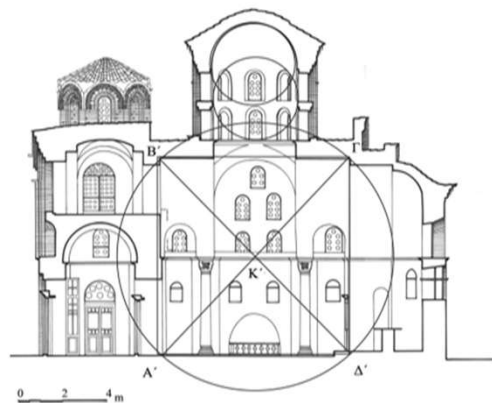
› Διδάσκων Μεταπτυχιακών Προγραμμάτων Σπουδών.

› Γενικός Γραμματέας NASCE / UEMS Executive Board, Brussels.



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ΙΣΟΡΡΟΠΙΑ - BALLANCE



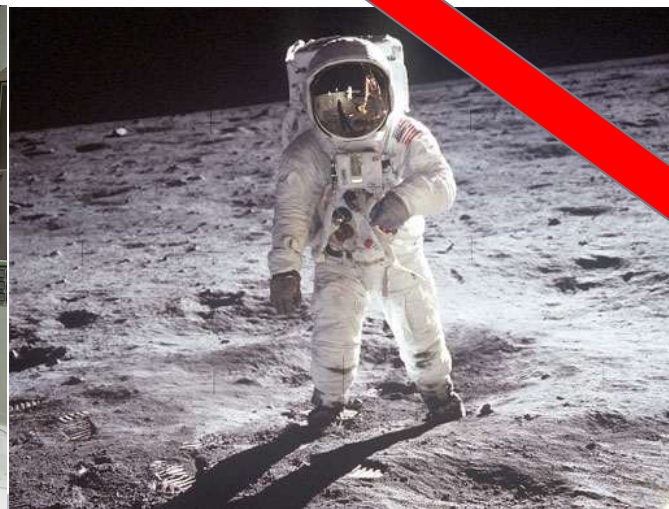
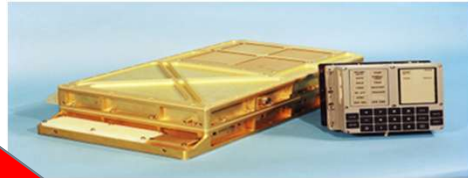
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84626433832795





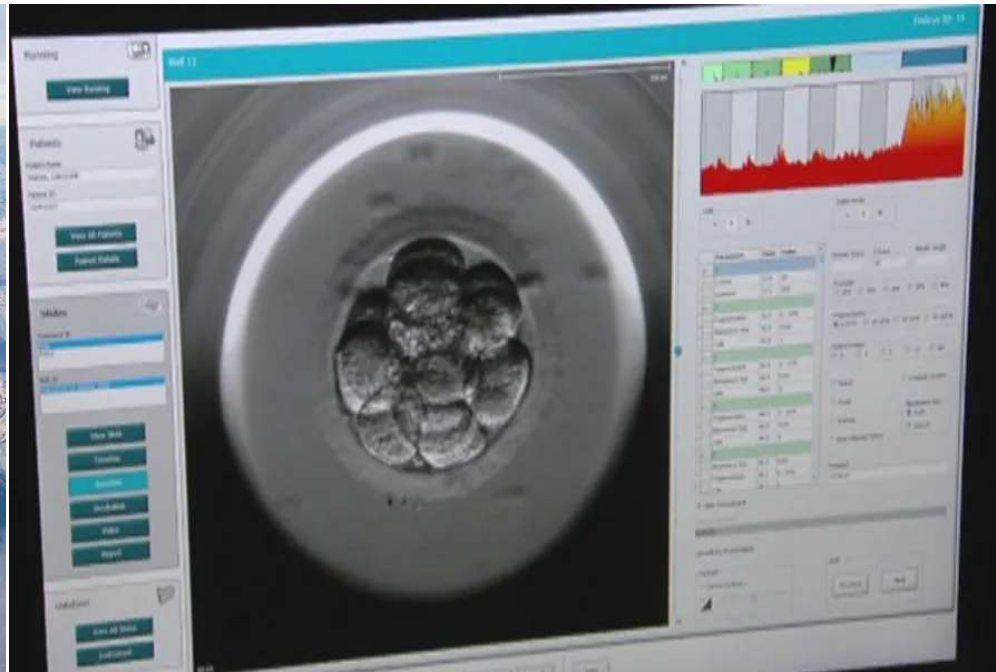
2019 – 50 YEARS !

400.000 KLM X 2 !!!

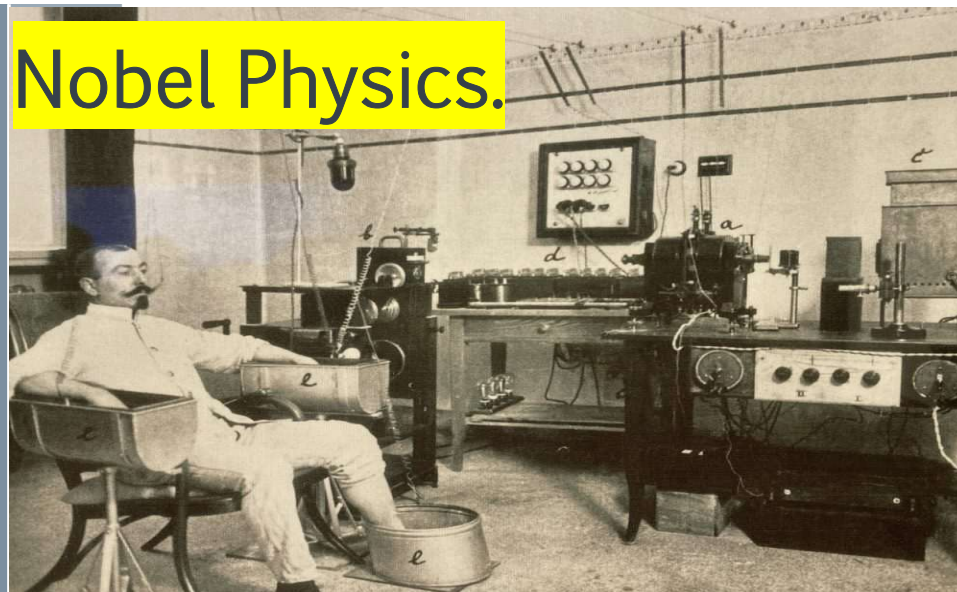


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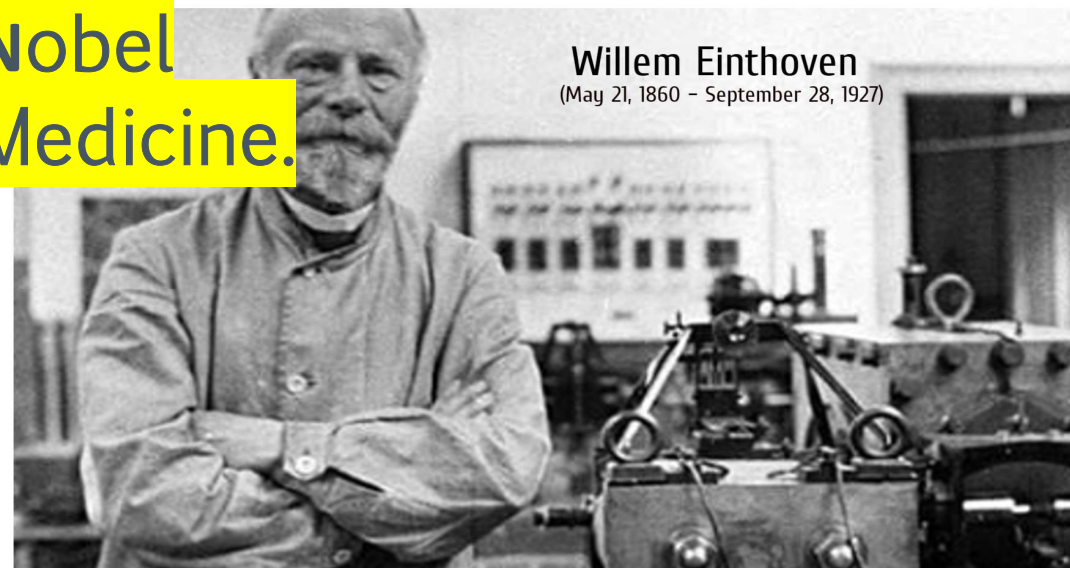


Nobel Physics.



Nobel
Medicine.

Willem Einthoven
(May 21, 1860 – September 28, 1927)



Ταχύτητα εξέλιξης

Σύγκριση.

Απόφαση.

AI
AND
MEDICINE

ΓΕΥΜΑ ΜΕ ΤΗΝ «Κ»

Γιάννης Τσιτσικλής: Εμείς ελέγχουμε την ηθική της τεχνολογίας

Από τα πρώτα χρόνια στη Θεσσαλονίκη, στο MIT και στην εξερεύνηση των ορίων της τεχνητής νοημοσύνης

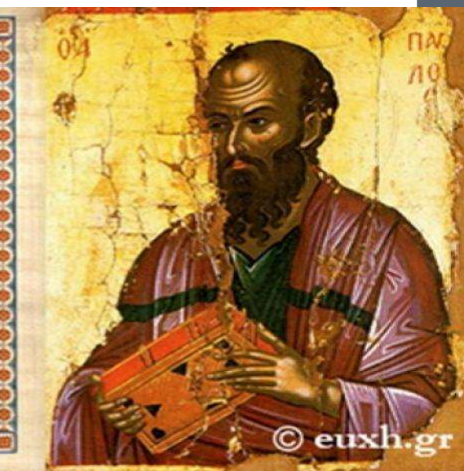
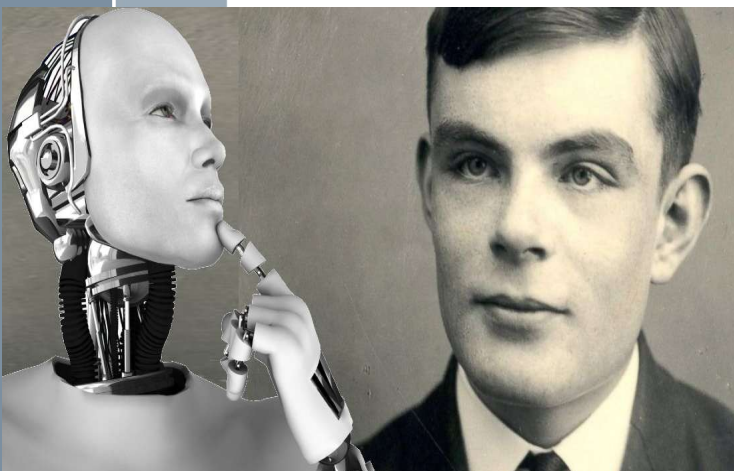


ΑΛΓΟΡΙΘΜΟΙ



Κωνσταντίνος Δασκαλάκης: Είναι η Τεχνητή Νοημοσύνη το ...

4 Νοε 2023 — Δεύτερον, η τεχνητή νοημοσύνη δεν είναι πανάκεια. Δεν είναι μαγικό ραβδί



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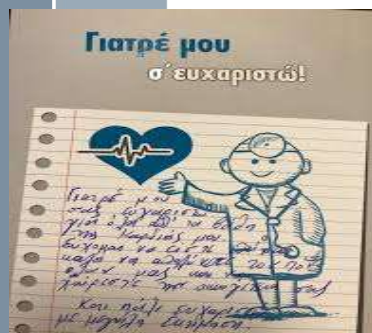
Bioethics

Attending physician

and His / Her Team



ΘΕΡΑΠΩΝ ΙΑΤΡΟΣ



BIOETHICS.

- › Interprofessional training.
- › Support – work – practice .
- › Society.
- › Professionalism.
- › Pre and Post Graduate Studies.



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UNION EUROPÉENNE DES MÉDECINS SPÉCIALISTES
EUROPEAN UNION OF MEDICAL SPECIALISTS

Members Area | Contact



> 2 mil. MDs

About us | Areas of Expertise | UEMS Activities | Examinations / Certifications | News | Media & Library | Domus Medica Europaea

Main UEMS » Areas of Expertise » Postgraduate Training » European Standards in Medical Training - ETRs

Areas of Expertise

CME - CPD

Postgraduate Training

European Standards in Medical Training - ETRs

UEMS-ToR-European-Training-Requirement-Committee-2021-.pdf

European Standards in Medical Training

Thanks to the support of its Specialist Sections and European Boards, the UEMS contributed significantly to the improvement of PGT especially through the development of European Curriculum in each medical specialties as well as the elaboration of Training Standards.

Back in 1994, the UEMS adopted its "[Charter on Training of Medical Specialists](#)" with an aim to outline the guiding principles for high level Medical Training.



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UEMS European Training Requirements adopted by UEMS Council :

- UEMS 2024.07 European Training Requirements for the Specialty of Emergency Medicine
- UEMS 2023.37 European Training Requirements for the Specialty of Medical Genetics
- UEMS 2023.38 European Training Requirements for the Specialty of Nuclear Medicine
- UEMS 2023.39 European Training Requirements for the Specialty of Psychiatry
- UEMS 2023.11 European Training Requirements in Gastroenterology and Hepatology (The Blue Book)
- UEMS 2023.12 European Training Requirements in Medical Oncology
- UEMS 2023.13 European Training Requirements in Physical and Rehabilitation Medicine
- UEMS 2023.14 European Training Requirements in Urology
- UEMS 2022.32 European Training Requirements in Interventional Radiology
- UEMS 2022.14 European Training Requirements in Endocrine Surgery
- UEMS 2022.13 European Training Requirements in Neurology
- UEMS 2022.12 European Training Requirements in Anaesthesiology
- UEMS 2021.37 European Training Requirements in Neurosurgery
- UEMS 2021.36 European Training Requirements in OMFS
- UEMS 2021.35 European Training Requirements in General Surgery.pdf
- UEMS 2021.34 European Training Requirements in Angiology/Vascular Medicine.pdf
- UEMS 2021.19 European Training Requirements in Vascular Surgery.pdf
- UEMS 2021.18 European Training Requirements in Neonatology.pdf
- UEMS 2021.17 European Training Requirements in Paediatric Endocrinology.pdf
- UEMS 2020.33 European Training Requirements in Paediatric Surgery.pdf
- UEMS 2020.32 European Training Requirements in Pediatric Nephrology.pdf
 - UEMS 2014.19 - European Training Requirements pediatric surgery.pdf
 - UEMS 2014.18 - European Training Requirements Child adolescent Psychiatry.pdf
 - UEMS 2013.25 - European Training Requirements Medical Microbiology.pdf
 - UEMS 2013.24 - European Training Requirements Cardiology.pdf
 - UEMS 2013.21 - European Training Requirements General Surgery.pdf
 - UEMS 2013.20 - European Training Requirements in Radiation Oncology.pdf
 - UEMS 2013.19 - Annex 1 - ETR Occupational Medicine.pdf
 - UEMS 2013.19 - Annex 2 - ETR Occupational Medicine.pdf
 - UEMS 2013.19 - European Training Requirements Occupational Medicine.pdf
 - UEMS 2013.18 - Annex 1- ETR Anaesthesiology Syllabus.pdf
 - UEMS 2013.18 - European Training Requirements Anaesthesiology.pdf
 - UEMS 2012.29 - Template structure for European Training Requirements.doc
 - UEMS ToR European Training Requirements Committee Version 2 5.9.2016.pdf

- UEMS 2020.31 European Training Requirements in ORL.pdf
- UEMS 2020.30 European Training Requirements in Geriatric Medicine.pdf
- UEMS 2020.13 European Training Requirements in Sexual Medicine
- UEMS 2020.12 Syllabus - Rare Diseases
- UEMS 2020.12 Description of Competency - Rare Diseases
- UEMS 2020.12 European Training Requirements in Rare Diseases
- UEMS 2020.11 Syllabus of the ETR in Rare Adult Cancers
- UEMS 2020.11 Rare Adult Solid Cancers - Description of Competency
- UEMS 2020.11 European Training Requirements in Rare Adult Solid Cancers
- UEMS 2020.10 Syllabus of the ETR in Paediatric Urology
- UEMS 2020.10 European Training Requirements in Paediatric Urology
- UEMS 2020.09 European Training Requirements in Neuroendocrine Neoplasia Medicine
- UEMS 2020.08 European Training Requirements in Cardiology
- UEMS 2019.47 European Training Requirements in Sports Medicine.pdf
- UEMS 2019.46 European Training Requirements in Radiation Oncology Radiotherapy.pdf
- UEMS 2019.45 European Training Requirements in Paediatric Emergency Medicine.pdf
- UEMS 2019.44 European Training Requirements in Pathology.pdf
- UEMS 2019.43 European Training Requirements in Allergology.pdf
- UEMS 2019.24 European Training Requirements for Public Health.pdf
- UEMS 2019.23 European Training Requirements in Interventional Neuroradiology.pdf
- UEMS 2019.22 European Training Requirements for Paediatric Gastroenterology.pdf
- UEMS 2019.21 European Training Requirements for Manual Medicine.pdf
- UEMS 2018.37 European Training Requirements in Radiology.pdf
- UEMS 2018.42 European Training Requirements in Transplant Surgery.pdf
- UEMS 2018.35 European Training Requirements for Wound Healing.pdf
- UEMS 2018.39 European Training Requirements in Infectious Diseases.pdf
- Appendix Curriculum Infectious diseases.pdf

> 100

- Appendix B Infectious diseases.pdf
- UEMS 2018.23 - European Training Requirements in Pediatric Allergology.pdf
- UEMS 2018.22 - European Training Requirements in Paediatric Infectious Diseases and Immunology final .pdf
- UEMS 2018.21 - European Training Requirements in Paediatric Rheumatology.pdf
- UEMS 2018.19 - European Training Requirements in Emergency Medicine - .pdf
- UEMS 2018.18 - European Training Requirements in Obstetrics and Gynaecology.pdf
- UEMS 2018.17 - European Training Requirements in Anaesthesiology.pdf
- UEMS 2018.16 - European Training Requirements in Endocrinology.pdf
- UEMS 2018.15 - European Training Requirement PRM specialty.pdf
- UEMS 2017.34 - Curriculum Medical Microbiology
- UEMS 2017.33 - European Training Requirements Phlebology
- UEMS 2017.32 - European Training Requirements Medical Oncology
- UEMS 2017.31 - European Training Requirements Clinical Neurophysiology.pdf
- UEMS 2017.30 - European Training Requirements Orthopaedics
- UEMS 2017.29 - European Training Requirements in Dermatology & Venerology
- UEMS 2017.09 - European Training Requirements in Gastroenterology
- UEMS 2017.08 - European Training Requirements in Psychiatry
- UEMS 2017.07 - European Training Requirements in Nuclear Medicine
- UEMS 2017.06 A - Description of the Specialty Clinical Genetics
- UEMS 2017.06 B - Syllabus Clinical Genetics
- UEMS 2017.06 - European Training Requirements in Clinical Genetics
- UEMS 2016.15 - European Training Requirements Laboratory Medicine.pdf
- UEMS 2016.14 - European Training Requirements Neurology.pdf
- UEMS 2016.13 - European Training Requirements Internal Medicine.pdf
- UEMS 2015.34 - Annex 1 - ETR Neurosurgery - Appendix.pdf
- UEMS 2015.34 - European Training Requirements in Neurosurgery.pdf
- UEMS 2015.33 - European Training Requirements in Breast Surgery.pdf
- UEMS 2015.32 - European Training Requirements in Angiology-Vascular Medicine.pdf
- UEMS 2015.31 - European Training Requirements in Trauma Surgery.pdf
- UEMS 2015.30 - Annex 1 - ETR Paediatrics Curriculum.pdf
- UEMS 2015.30 - European Training Requirements in Paediatrics.pdf
- UEMS 2015.29 - European Training Requirements Plastic, Reconstructive and Aesthetic Surgery (PRAS).pdf
- UEMS 2014.40 - European Training Requirements Intensive Care Medicine.pdf
- UEMS 2014.21 - European Training Requirements Rheumatology - .pdf
- UEMS 2014.20 - European Training Requirements Paediatric Urology.pdf



TRAINING PROGRAMME

the blue book

UNION EUROPÉENNE DES MÉDECINS SPÉCIALISTES
EUROPEAN UNION OF MEDICAL SPECIALISTS



UNION EUROPÉENNE DES MÉDECINS SPÉCIALISTES
EUROPEAN UNION OF MEDICAL SPECIALISTS
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coordination@uems.eu | www.uems.eu
Twitter icon | LinkedIn icon

UEMS Specialist Section of Orthopaedics and Traumatology
EBOT European Board of Orthopaedics and Traumatology

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INTERACTIVE LESSONS

Collaboration

Bioethics

Multidisciplinary approach

Special Skills – Non Technical Skills

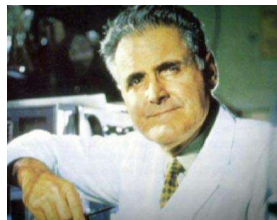


Basic or Applied Research ?

False Dilemma – Molecular Biology Era !

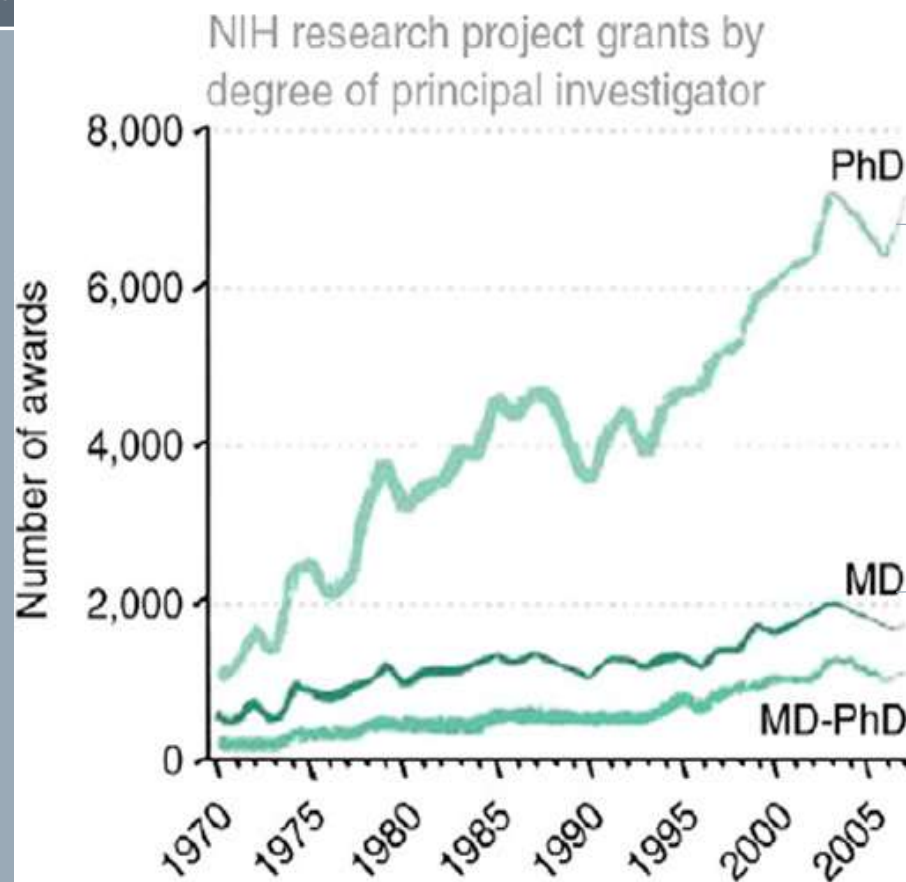


THE TRANSLATION GAP

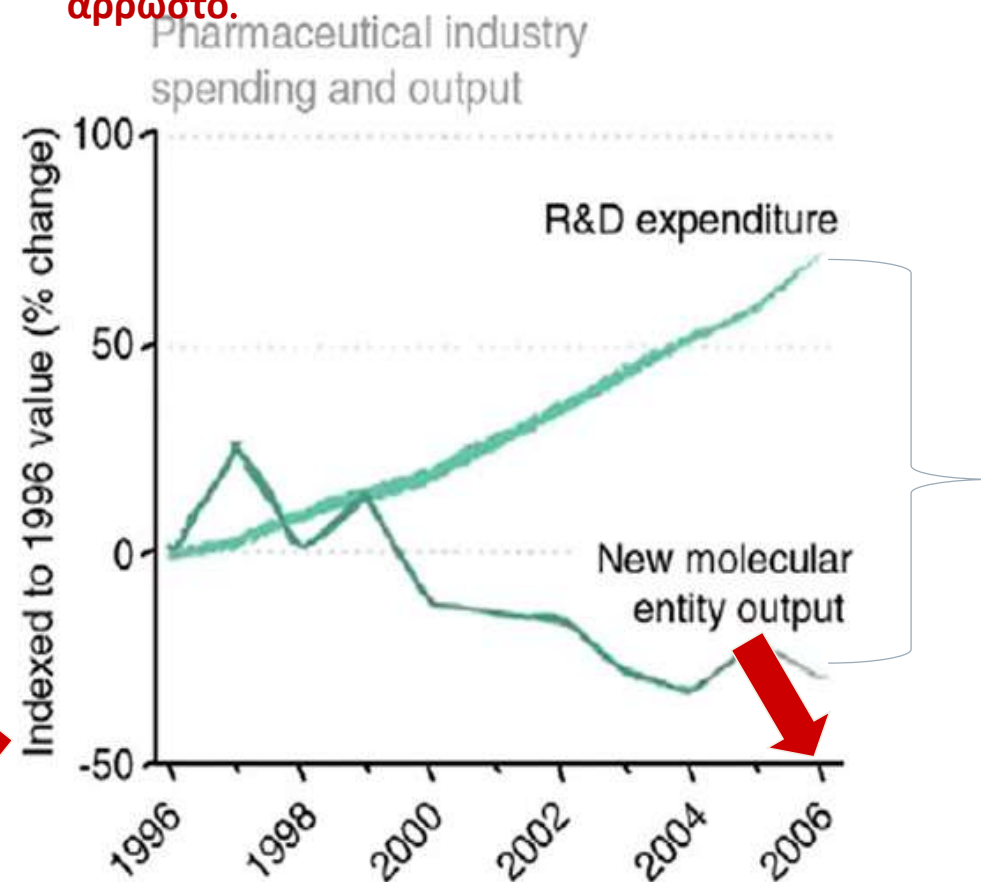


Γεώργιος Κοτζιάς 1918 – 1977

Η έρευνα ξεκινά από το κρεβάτι του αρρώστου, πηγαίνει στο εργαστήριο και επιστρέφει στον άρρωστο.



Source: NIH; CMR International & IMS Health

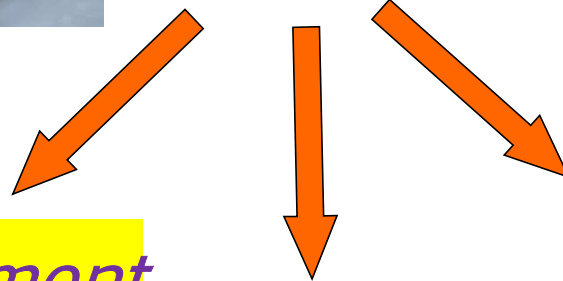


2024 - 2044

General principles for the care and use of animals for scientific purposes



3 Rs



Replacement

Reduction

Refinement



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Computer Tomography – CT

A. Cormack – G. Hounsfield –
several species – (swines and rabbits)

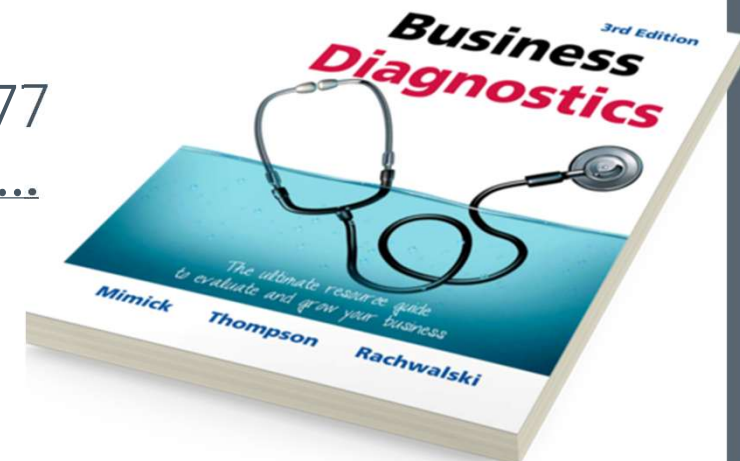
Nobel 1979 –
Electric engineers ...



Development of the RIA technique

Rosalyn Sussman Yalow (1921 –
2011)
(rabbits)

Nobel 1977
Physicist ...



Money without collaboration
won't bring cures.

Todd B. Sherer

Natural Medicine, Vol 19 (2),2013.



.....Industry and academic
researchers to embrace the
power of collaboration.
Only then will we enable translational
research to push much – needed
treatments to the clinic faster.

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LIFE & HEALTH

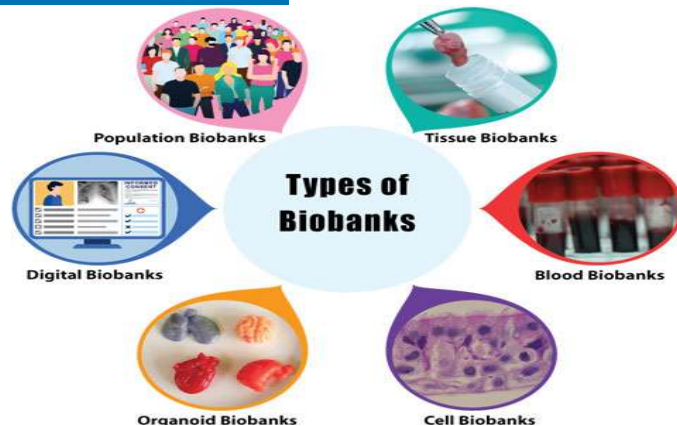
ICT

CLINICAL TRIALS AND THE
GDPR: DO I REALLY NEED THE
PARTICIPANT'S CONSENT?

FDA



EUROPEAN MEDICINES AGENCY
SCIENCE MEDICINES HEALTH



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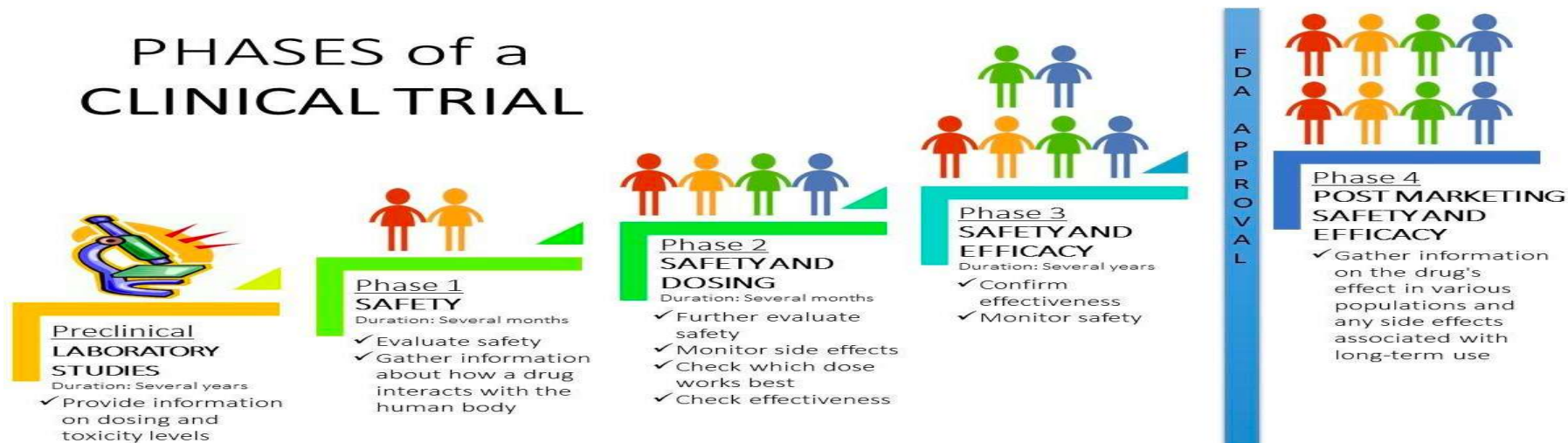
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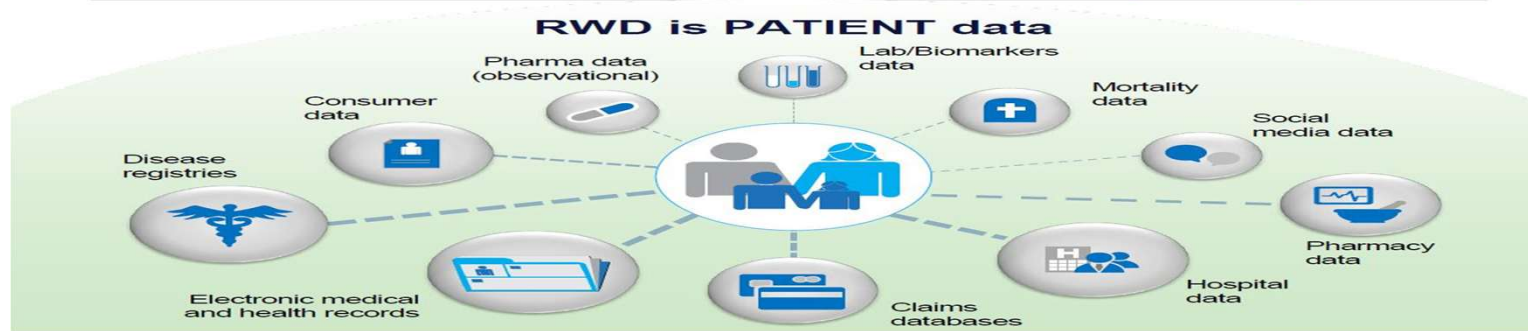
Clinical Trials.

Real World Data (RWD)

Δεδομένα Πραγματικού Κόσμου.



Sources of Real-World Data (RWD)



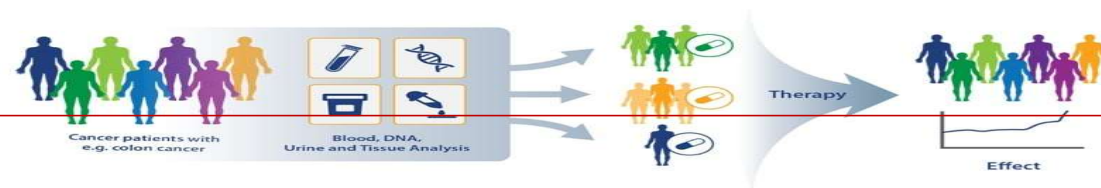
Source: IMS Health

Bioethics

Current Medicine One Treatment Fits All



Future Medicine More Personalized Diagnostics



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Bioethics and way of work.

The Future Of Hospitals



RESEARCH & TRAINING INSIDE





1^ο Βήμα

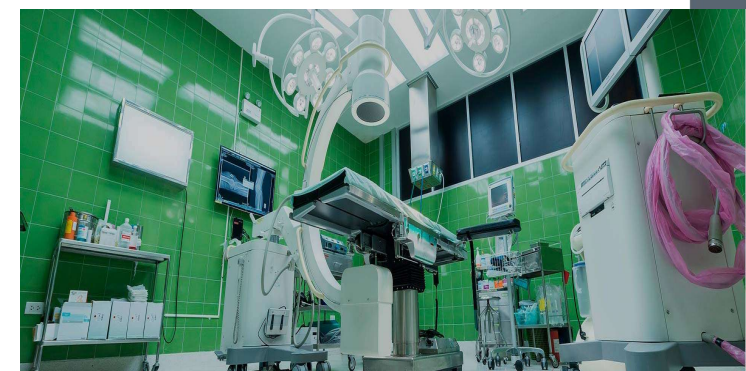
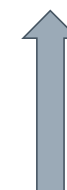
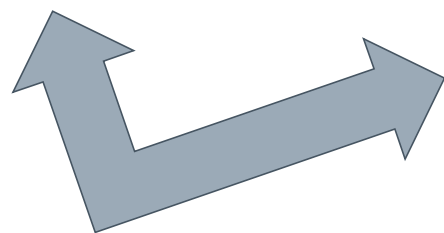
Απλή προσομοίωση

2^ο Βήμα

Προηγμένη προσομοίωση
και υβριδικές εκπαιδεύσεις

3^ο Βήμα

Συμμετοχή
σε ρεαλιστικές συνθήκες



π

- ΛΑΠΑΡΟΣΚΟΠΙΚΗ ΧΕΙΡΟΥΡΓΙΚΗ
- ΠΟΛΛΑ ΝΕΑ ΕΡΓΑΣΤΗΡΙΑ
- ΑΡΧΕΣ ΤΗΣ ΔΕΚΑΕΤΙΑΣ ΤΟΥ '90



Νέες τεχνολογίες
στην απεικόνιση - διάγνωση

Εντός των κλινικών



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Πρόληψη



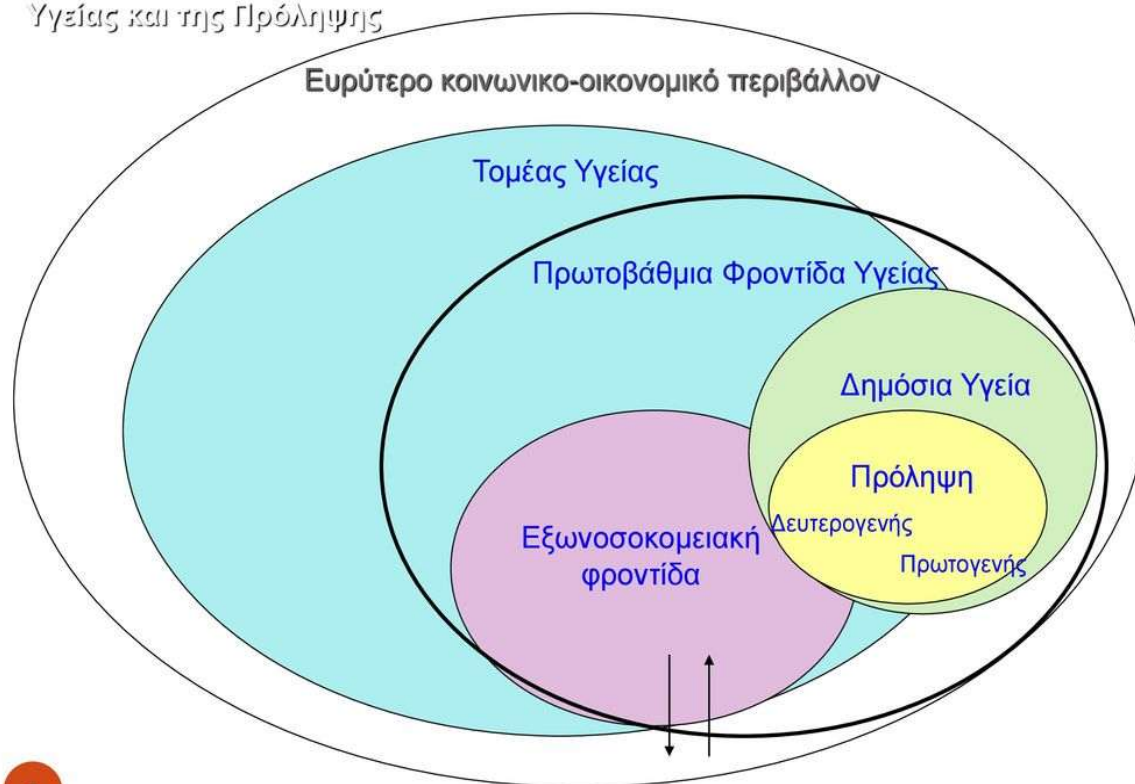
υγεία = βασική αξία του πολιτισμού μας

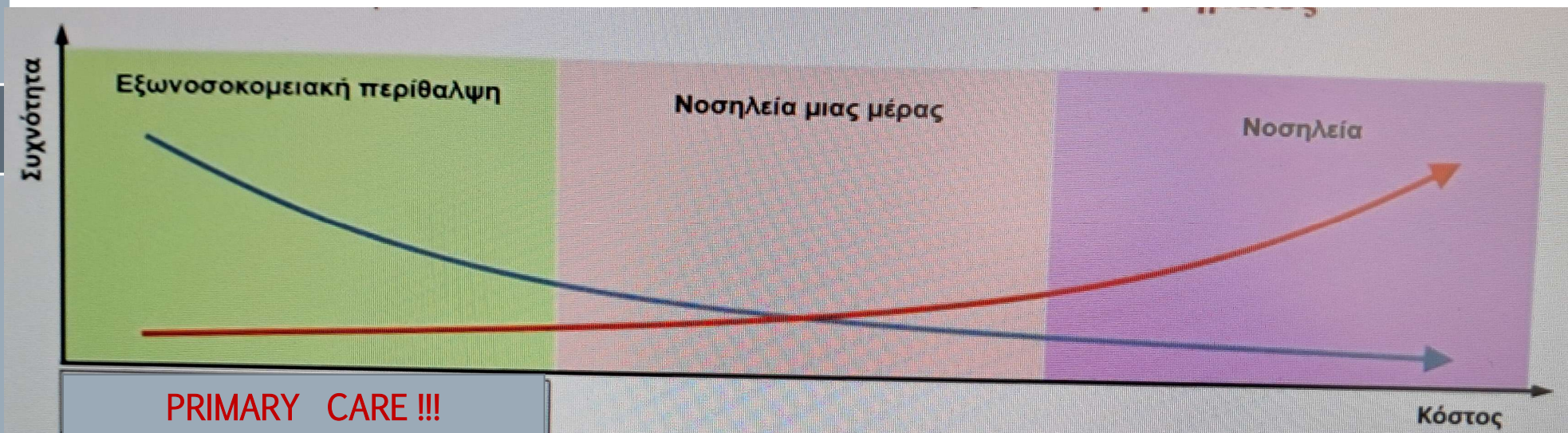


"Κάλλιον το
προλαμβάνειν
ἢ το θεραπεύειν"

Ιπποκράτης 460-370 π.Χ.

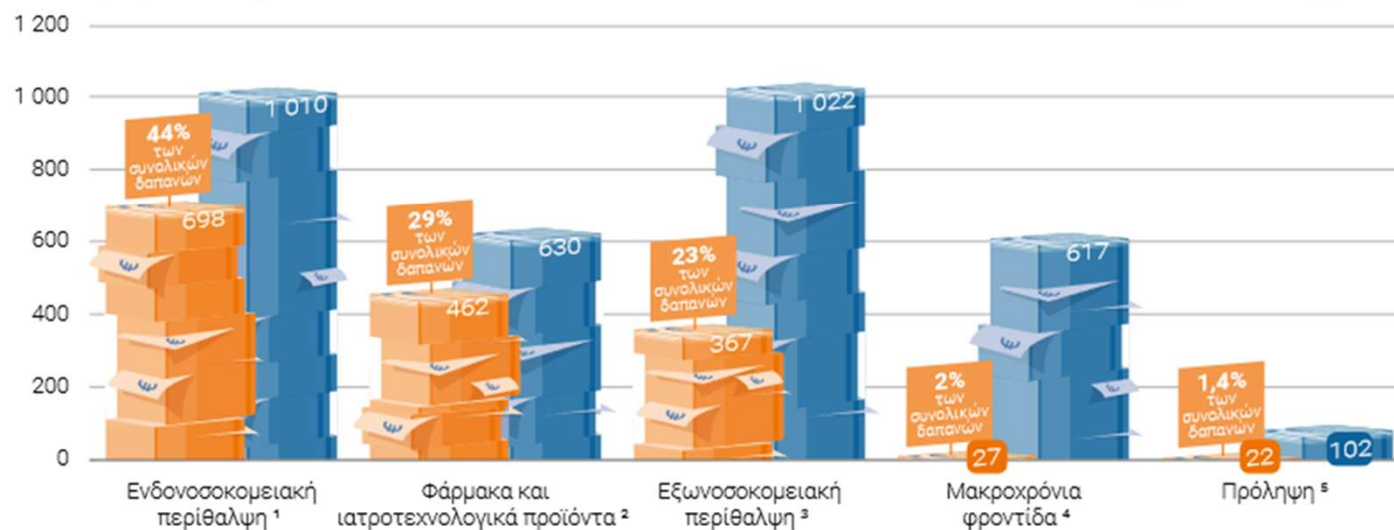
Τα όρια της ΠΦΥ, της Εξωνοσοκομειακής Φροντίδας, της Δημόσιας Υγείας και της Πρόληψης



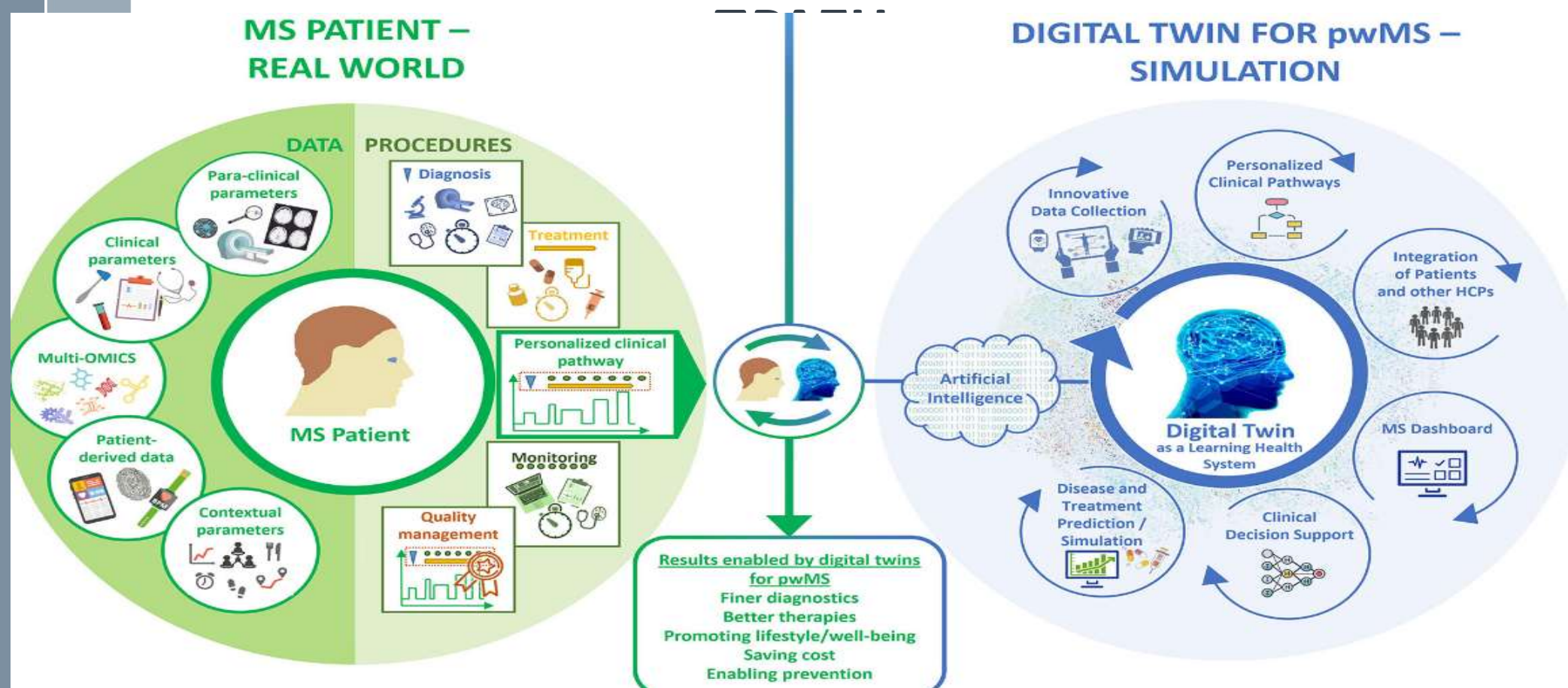


Σχήμα 7. Η Ελλάδα δαπανά πολύ λιγότερους πόρους για την εξωνοσοκομειακή περίθαλψη και τη μακροχρόνια φροντίδα σε σύγκριση με τις περισσότερες χώρες της ΕΕ

Κατά κεφαλήν ΙΑΔ σε ευρώ

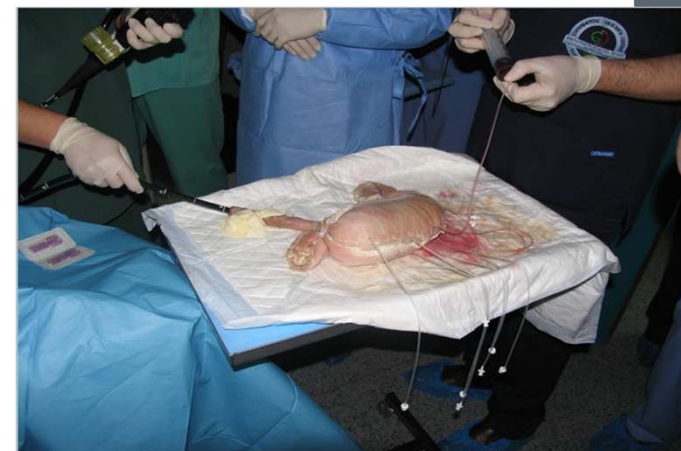


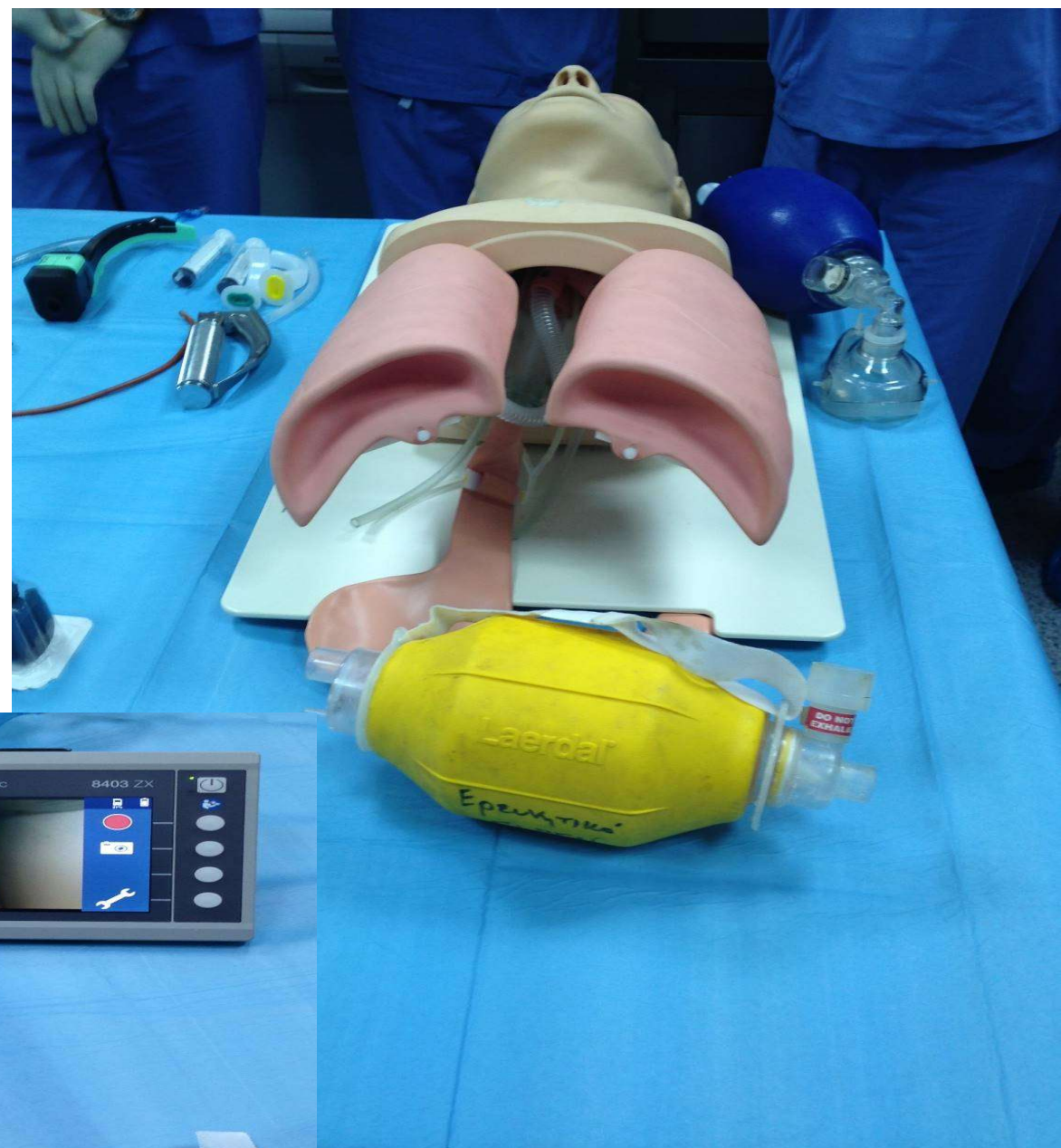
BIOΧΗΜΕΙΑ – ΦΑΡΜΑΚΟΛΟΓΙΑ – ΚΛΙΝΙΚΗ



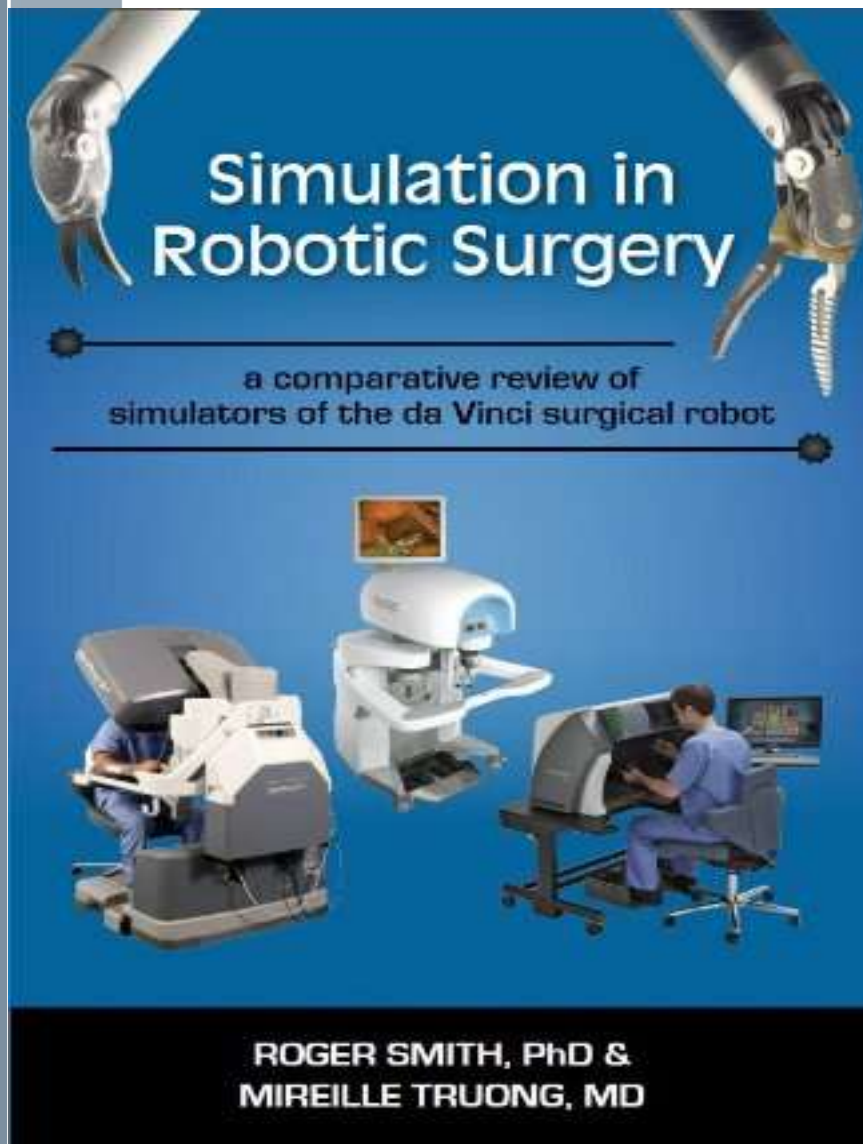


Skills – Upskilling - Reskilling



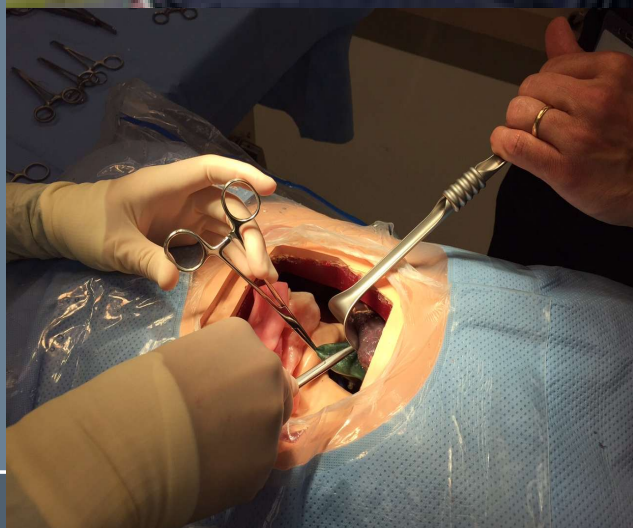






LIVE

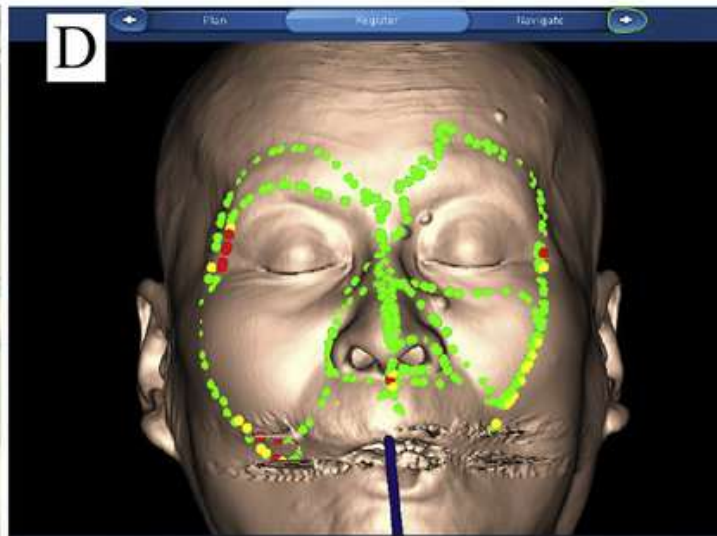
Operating
Room

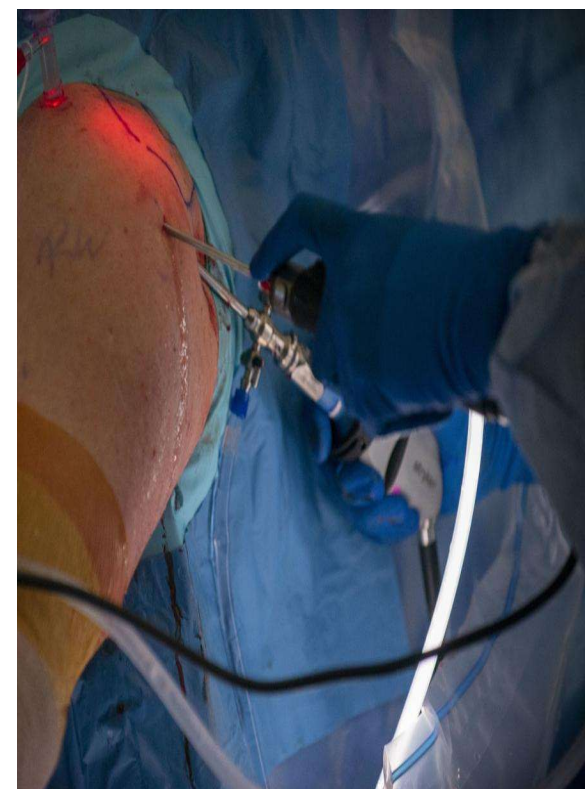
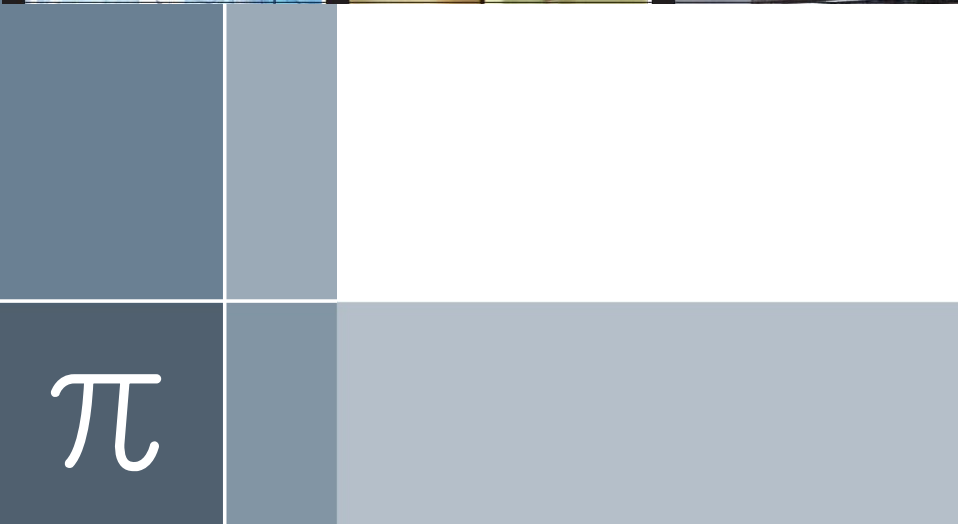
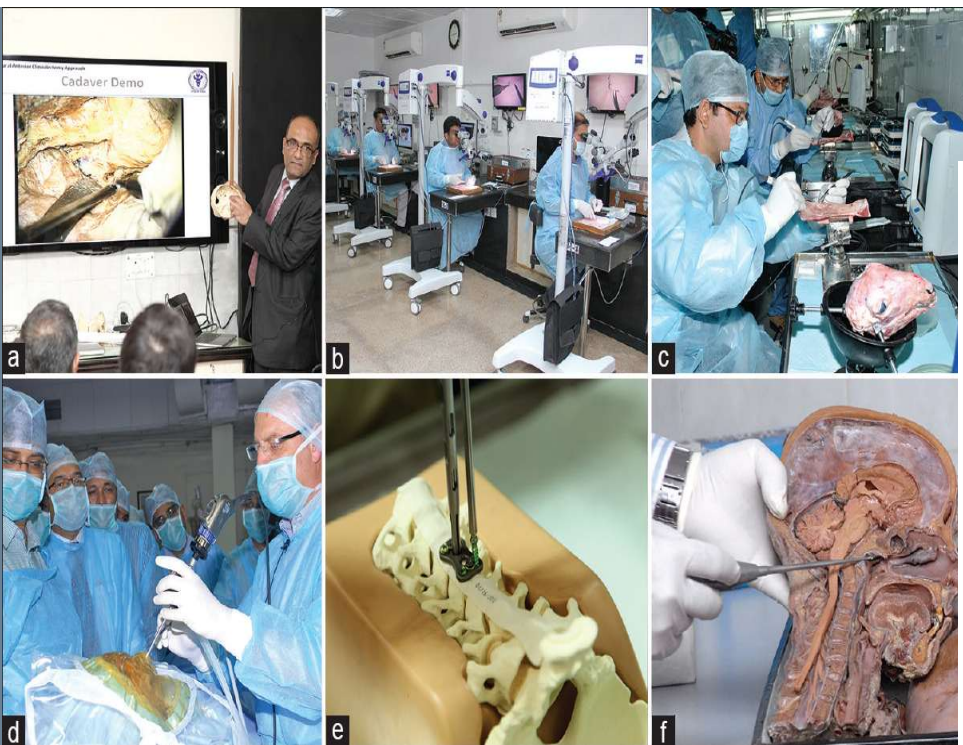


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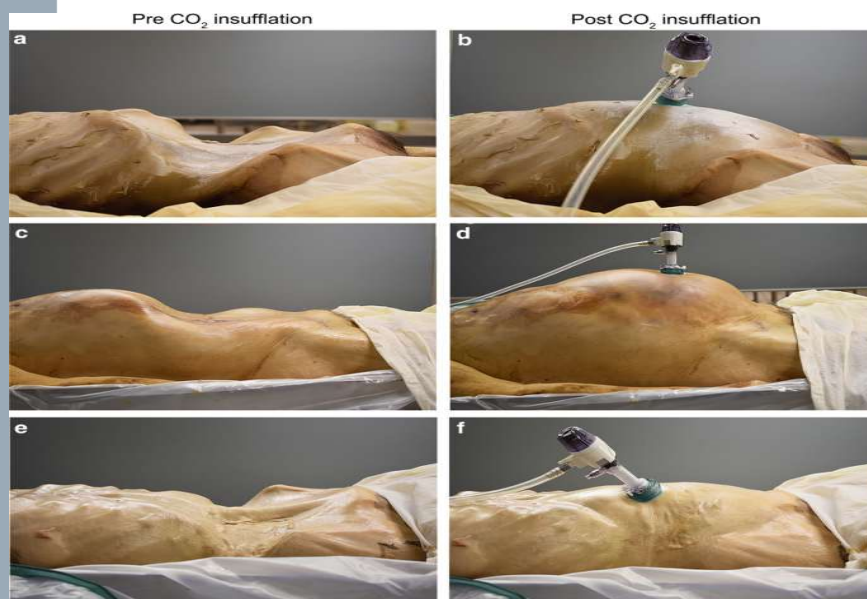
ΠΡΟΗΓΜΕΝΗ ΠΡΟΣΟΜΟΙΩΣΗ - - ΥΠΕΡΕΑΛΙΣΤΙΚΑ ΜΟΝΤΕΛΑ

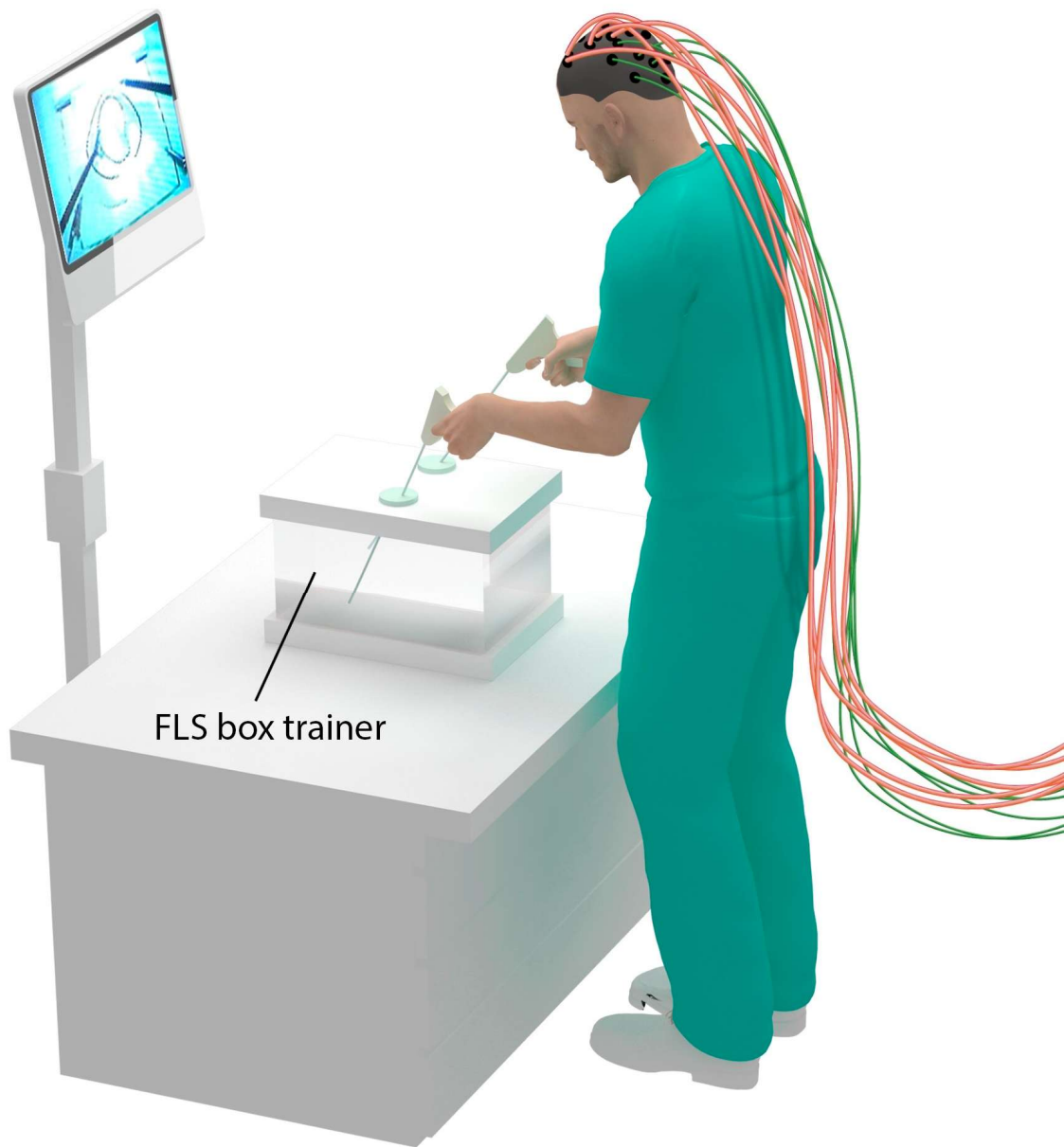






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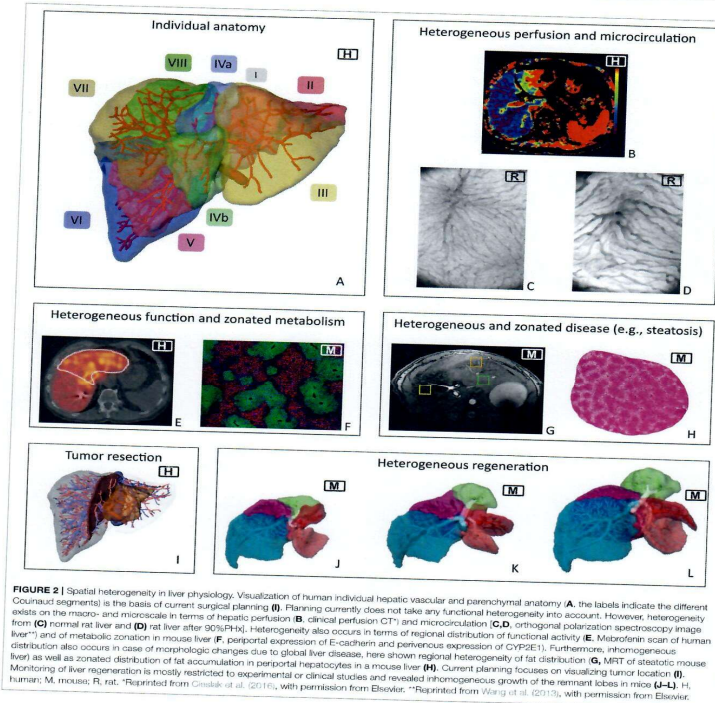
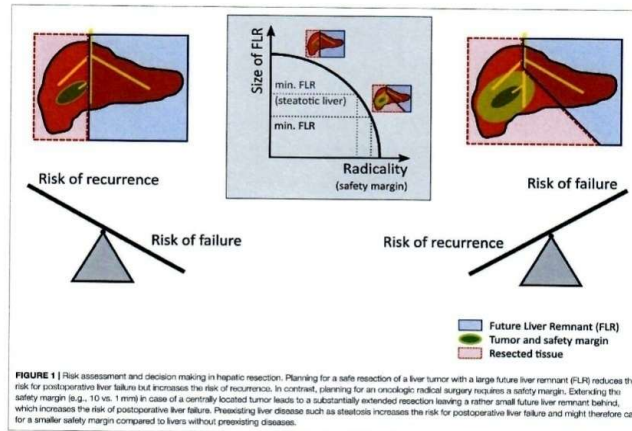




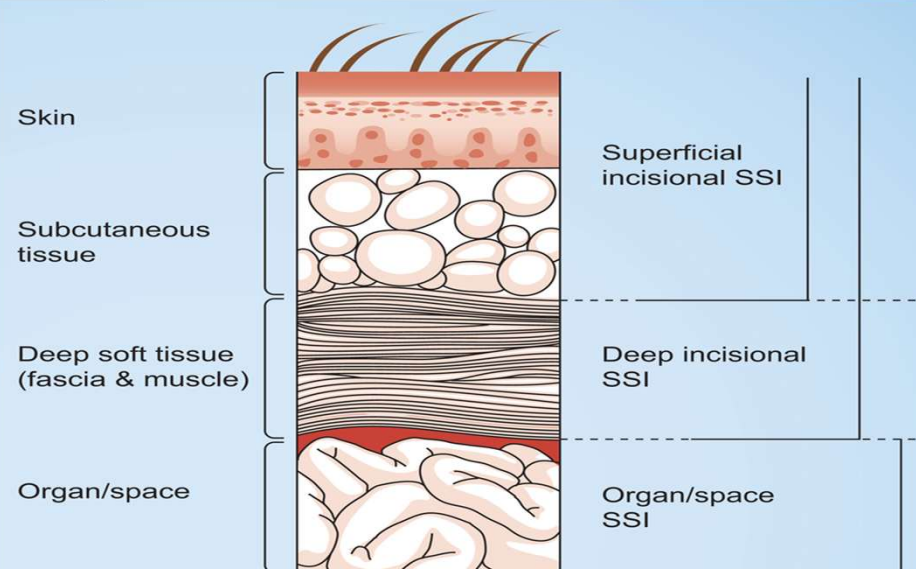
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ΛΟΙΜΩΞΕΙΣ

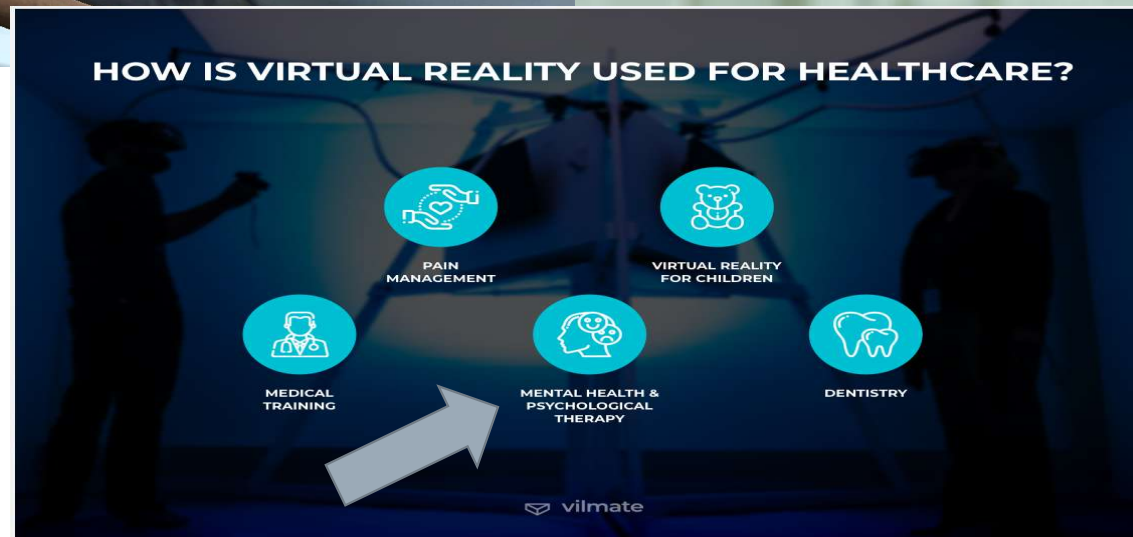


Surgical Site Infection

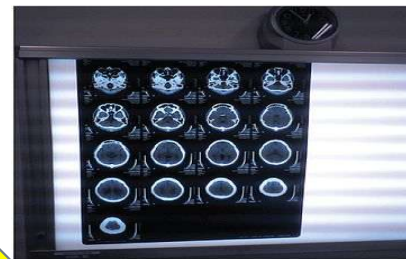
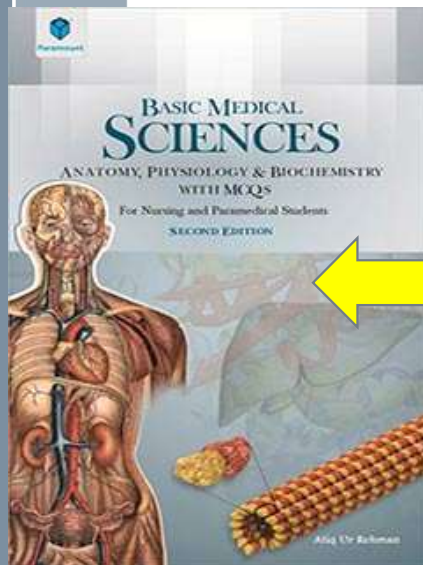


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VIRTUAL REALITY



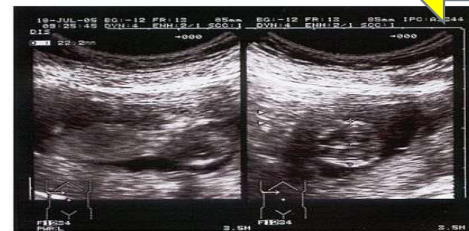
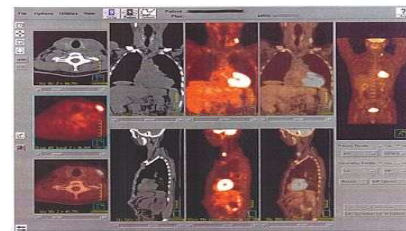
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(a)



(b)



TRADITIONAL MEDICINE vs. PRECISION MEDICINE

Traditionally, radiation, chemotherapy, and surgery were the only means by which doctors could treat cancer. With precision medicine, doctors use a patient's genes to uncover clues for treating the disease.

RADIATION

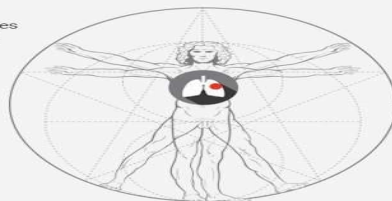
- High-energy particles damage or destroy cancer cells

CHEMOTHERAPY

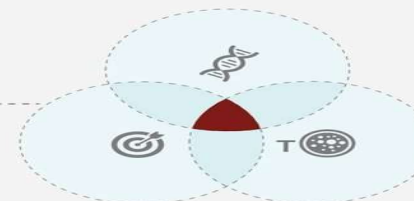
- Chemicals attack cancer

SURGERY

- Operate on part of the body to diagnose or treat cancer



Advanced Personalized Treatment



GENETICS

- Gene sequencing
- Locate cancer-causing genes

IMMUNOTHERAPY

- Identify ways to customize treatment
- Find ways to turn immune system on
- Personalize treatment with immune-activating drugs

TARGETED THERAPIES

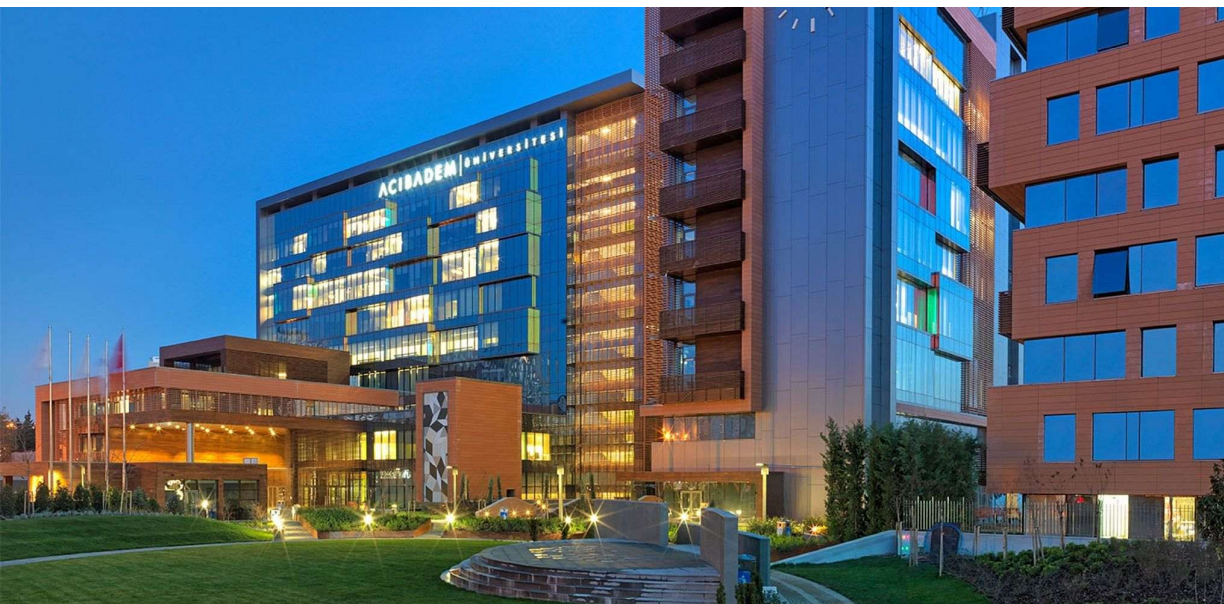
- Drugs turn specific genes on or off

+ TRADITIONAL THERAPIES

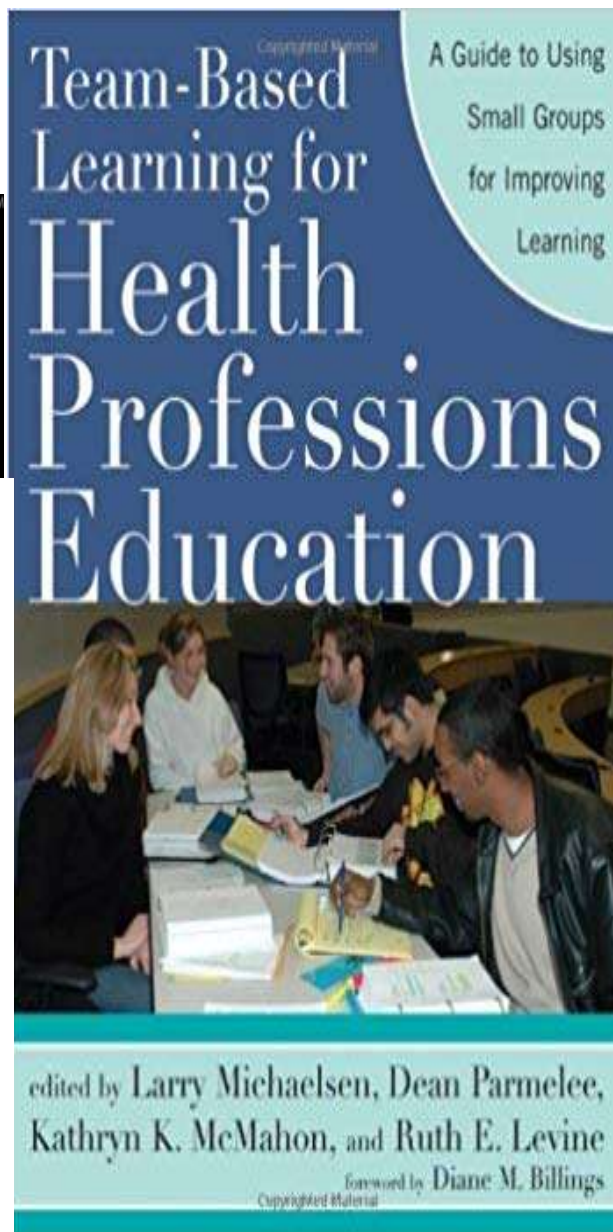
GLOBAL RESEARCH
AND TRAINING – PRE
GRADUATE LEVEL



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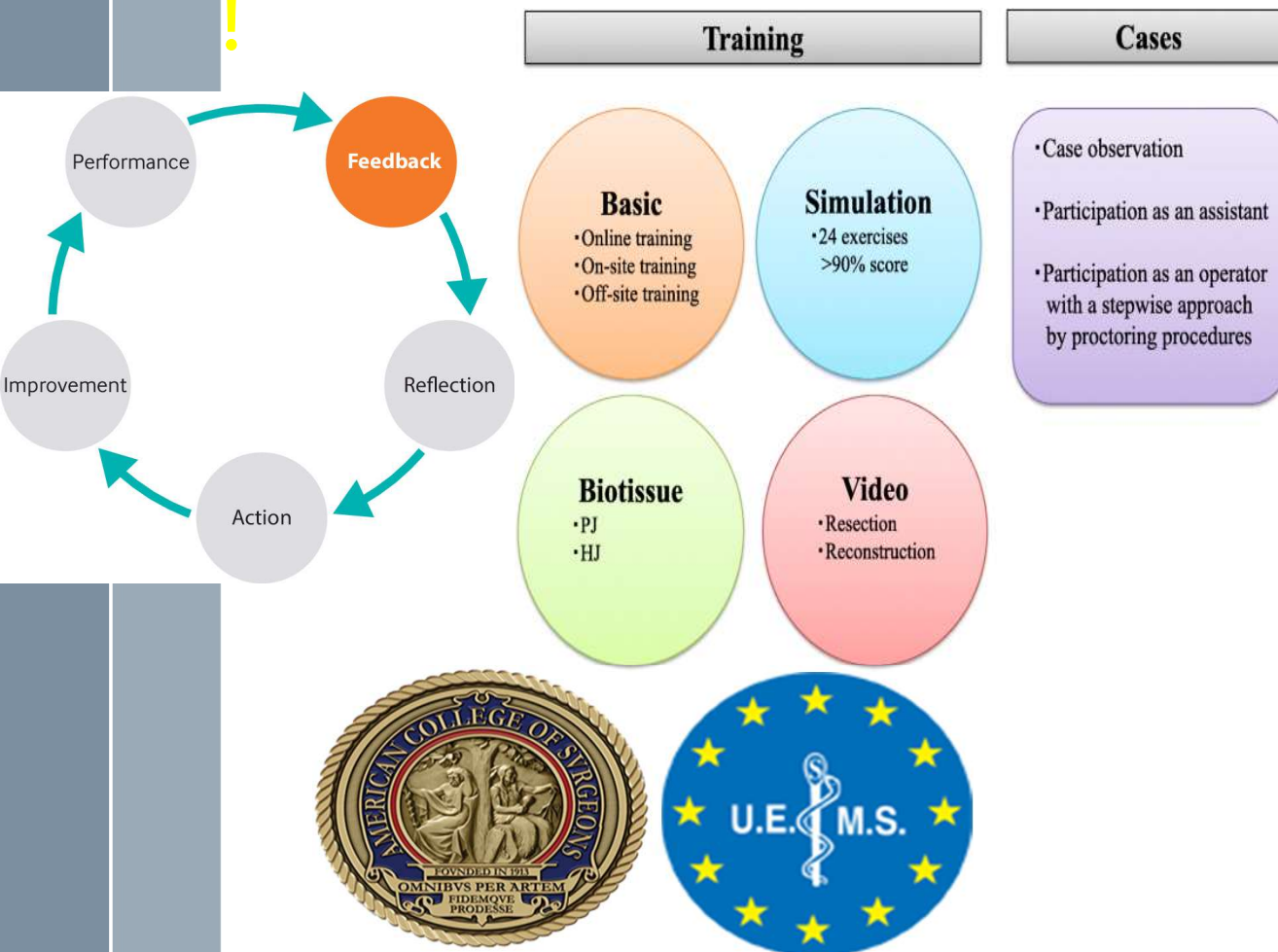


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TRAIN THE TRAINERS



AsMA CME Planning Process





2ο Σεμινάριο Εκπαίδευσης Εκπαιδευτών: «Εκπαιδευτικά Αντικείμενα και Θέματα Εξετάσεων»

Γραφείο Εκπαίδευσης Ιατρικής Σχολής Αθηνών
2 Φεβρουαρίου 2022, 15:00 -18:00



4ο Σεμινάριο Εκπαίδευσης Εκπαιδευτών Ιατρικής Σχολής Αθηνών: Χρήση της Αντικειμενικά Δομημένης Κλινικής Εξέτασης (OSCE, Objective Structured Clinical Examination) στην Προπτυχιακή Ιατρική Εκπαίδευση

21 Ιουνίου 2022, 14:00 -16:00

Πρόγραμμα της Εκπαίδευσης Εκπαιδευτών 2020-2021

med.auth.gr/article/programma-tis-ekpaideysis-ekpaideyton-2020-2021

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Τμήμα Ιατρικής
Αριστοτέλειο Πανεπιστήμιο Θεσσαλονίκης

Είσοδος
Ανελήθηση
προσώπων

ΚΕΝΤΡΙΚΗ • ΤΟ ΤΜΗΜΑ • ΕΚΠΑΙΔΕΥΣΗ • ΕΡΕΥΝΑ • ΑΝΘΡΩΠΙΝΟ ΔΥΝΑΜΙΚΟ • ΕΚΔΗΛΩΣΕΙΣ • ΕΠΙΚΑΙΡΟΤΗΤΑ • ΕΠΙΚΟΙΝΩΝΙΑ

Αρχική • Πρόγραμμα της Εκπαίδευσης Εκπαιδευτών 2020-2021

ΑΝΑΚΟΙΝΩΣΗ

25 ΜΑΙΟΣ 2021

Προέλευση
Γραμμάτεια του
Τμήματος

Ανάρτηση
Αστέριος
Χατζηχαρατίδης

Πρόγραμμα της Εκπαίδευσης Εκπαιδευτών 2020-2021



Γραφείο Εκπαίδευσης Τμήματος Ιατρικής
Πρόγραμμα εκπαίδευσης εκπαιδευτών
Ακαδημαϊκό έτος 2020-2021: "Εαρινά Σεμινάρια" Εκπαίδευσης Έρευνας και Βιοηθικής

Βρείτε το πρόγραμμα στο επισυναπτόμενο έγγραφο.

Tags: Εκπαίδευση εκπαιδευτών

Επισυναπτόμενο αρχείο:
Εαρινό πρόγραμμα εκπαίδευσης εκπαιδευτών 2020-2021

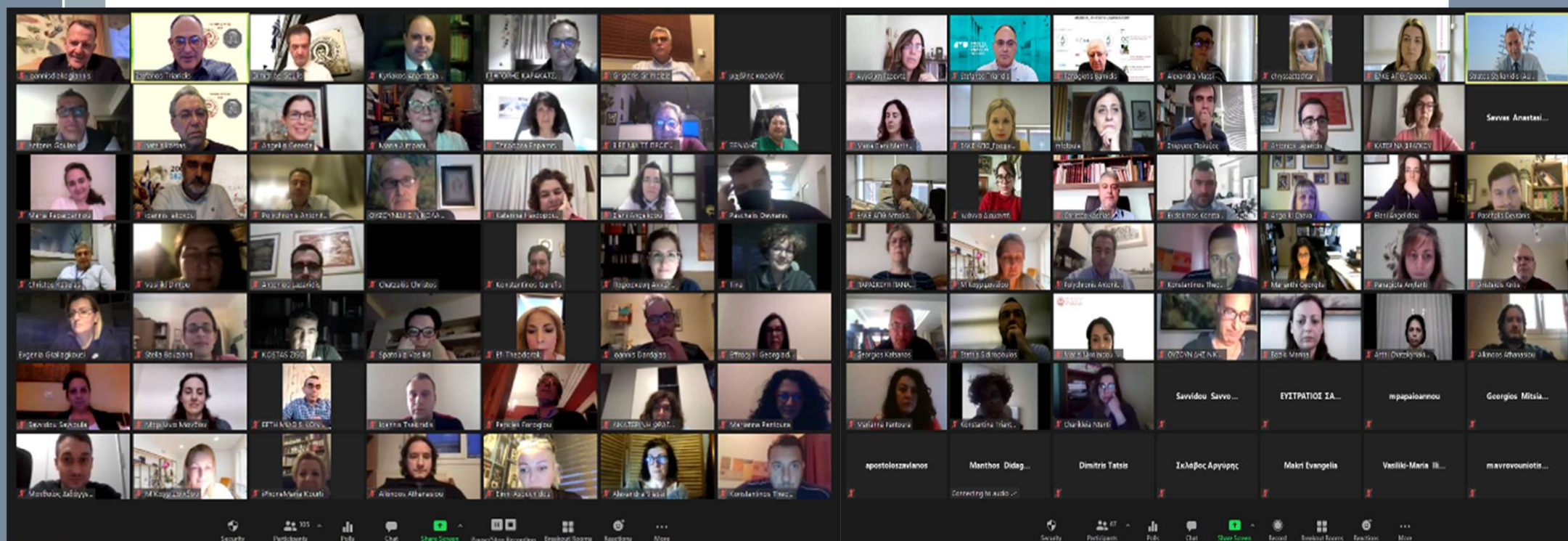
ΠΡΟΣΦΑΤΕΣ ΑΝΑΚΟΙΝΩΣΕΙΣ

- > Ψήφισμα του Τμήματος Ιατρικής για το θάνατο του Χρήστου Κωνσταντίνου διατελούσαν αναπληρωτή καθηγητή Γενικής Χειρουργικής
27/09/2021 - 15:43
- > Πρόσκληση Υποβολής Αιτήσεων ΣΤΟ ΔΠΜΣ «ΚΡΙΤΙΚΗ ΣΚΕΨΗ ΚΑΙ ΗΠΙΕΣ ΔΕΞΙΟΤΗΤΕΣ (SOFT SKILLS) ΣΤΙΣ ΒΙΟΙΑΤΡΙΚΕΣ ΚΑΙ ΚΟΙΝΩΝΙΚΕΣ ΕΠΙΣΤΗΜΕΣ» έως και 15/10/2021
27/09/2021 - 15:39
- > ΠΑΡΑΤΑΞΗ ΥΠΟΒΟΛΗΣ ΑΙΤΗΣΕΩΝ ΣΤΟ ΠΤΜΣ «ΠΡΟΗΓΜΕΝΕΣ ΚΑΡΔΙΟΠΝΕΥΜΟΝΙΚΕΣ ΕΦΑΡΜΟΓΕΣ - ΤΕΧΝΙΚΕΣ ΕΙΣΕΣΤΑΤΙΚΗΣ ΚΥΚΛΟΦΟΡΙΑΣ» έως και 15/10/2021
27/09/2021 - 15:36
- > Έναρξη μαθήματος του 6' εξαμήνου (5ο έτος) Παθολογίας στο νοσοκομείο Παπαγεωργίου
27/09/2021 - 13:58
- > ΕΝΑΡΞΗ ΜΑΘΗΜΑΤΩΝ Ε' ΕΞΑΜΗΝΟΥ

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Προβολή όλων

1:40 πμ
20/9/2022



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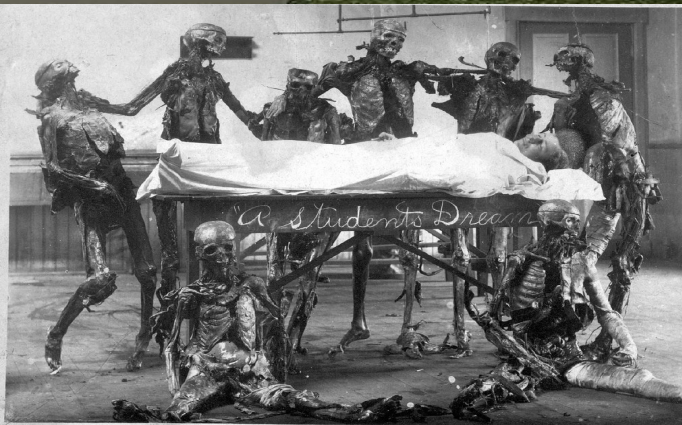
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ΣΥΝΕΡΓΑΣΙΑ ΙΑΤΡΙΚΩΝ ΣΧΟΛΩΝ ΚΑΙ ΣΧΟΛΩΝ ΕΠΙΣΤΗΜΩΝ ΥΓΕΙΑΣ

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ΣΥΝΕΡΓΑΣΙΑ ΝΟΣΟΚΟΜΕΙΩΝ ΚΑΙ ΣΥΣΤΗΜΑΤΩΝ Σ'ΟΛΑ ΤΑ ΕΠΙΠΕΔΑ



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ΙΑΤΡΙΚΗ ΣΧΟΛΗ ΕΚΠΑ - ΑΡΕΤΑΕΙΟ ΠΑΝΕΠΙΣΤΗΜΙΑΚΟ ΝΟΣΟΚΟΜΕΙΟ

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ΕΠΙΣΤΗΜΟΝΙΚΑ ΥΠΕΥΘΥΝΟΙ: ΚΑΘΗΓΗΤΗΣ Μ.Μ. ΚΩΝΣΤΑΝΤΟΥΛΑΚΗΣ - ΚΑΘΗΓΗΤΗΣ Δ. ΘΕΟΔΩΡΟΥ
ΥΠΕΥΘΥΝΟΣ ΣΥΝΤΟΝΙΣΜΟΥ - ΟΡΓΑΝΩΣΗΣ: ΕΠΙΣΚΕΠΤΗΣ ΚΑΘΗΓΗΤΗΣ Α.Ε. ΠΑΠΑΛΟΗΣ

ΑΝΤΙΚΕΙΜΕΝΑ ΕΚΠΑΙΔΕΥΣΗΣ :

- > ΑΝΟΙΚΤΗ ΧΕΙΡΟΥΡΓΙΚΗ
- > ΠΕΙΡΑΜΑΤΙΚΗ ΕΡΕΥΝΑ
- > ΛΑΠΑΡΟΣΚΟΠΙΚΗ ΧΕΙΡΟΥΡΓΙΚΗ
- > ΡΟΜΠΟΤΙΚΗ ΧΕΙΡΟΥΡΓΙΚΗ
- > ΧΡΗΣΗ ΕΞΕΛΙΓΜΕΝΩΝ ΠΡΟΣΟΜΟΙΩΤΩΝ
- > IV ACCESS ΜΕ ΧΡΗΣΗ ΥΠΕΡΗΧΩΝ
- > ΜΟΡΙΑΚΗ ΒΙΟΛΟΓΙΑ ΚΑΙ ΕΡΕΥΝΑ



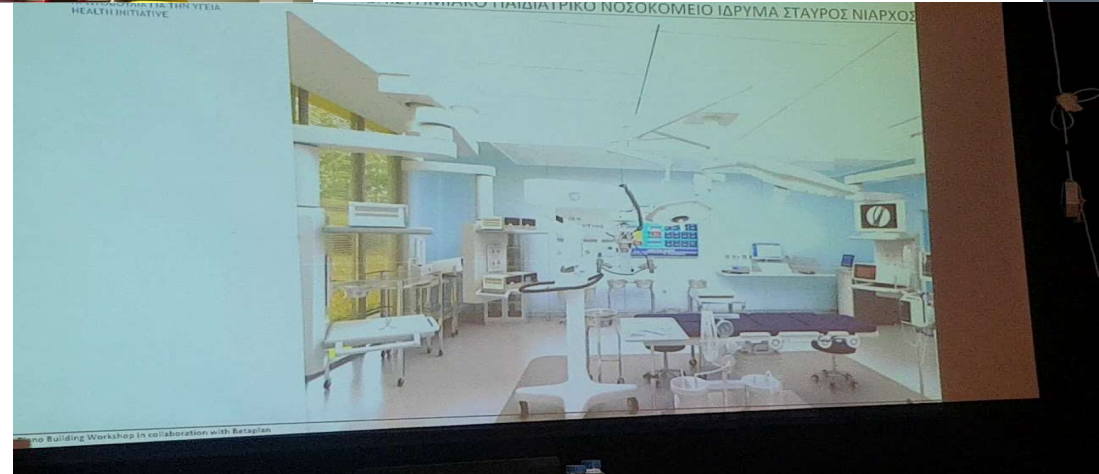
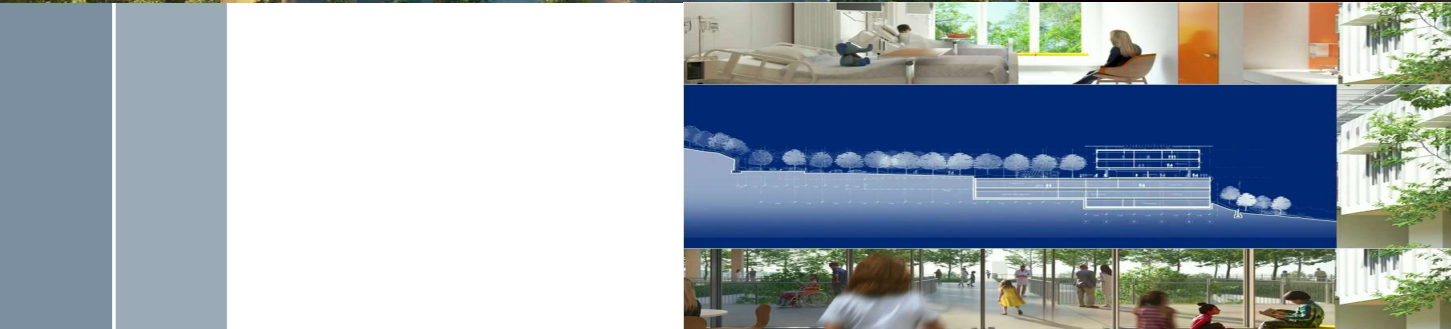
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ΟΡΓΑΝΩΜΕΝΑ ΝΟΣΟΚΟΜΕΙΑ Σ'ΟΛΑ ΤΑ ΕΠΙΠΕΔΑ
ΠΡΟΣΒΑΣΗ ΣΕ ΒΑΣΕΙΣ ΔΕΔΟΜΕΝΩΝ – Ε - HOSPITAL



The Future Of Hospitals

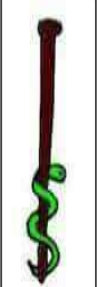
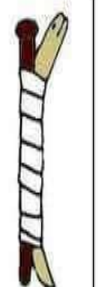
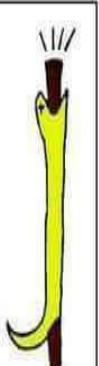
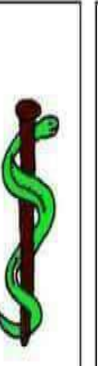


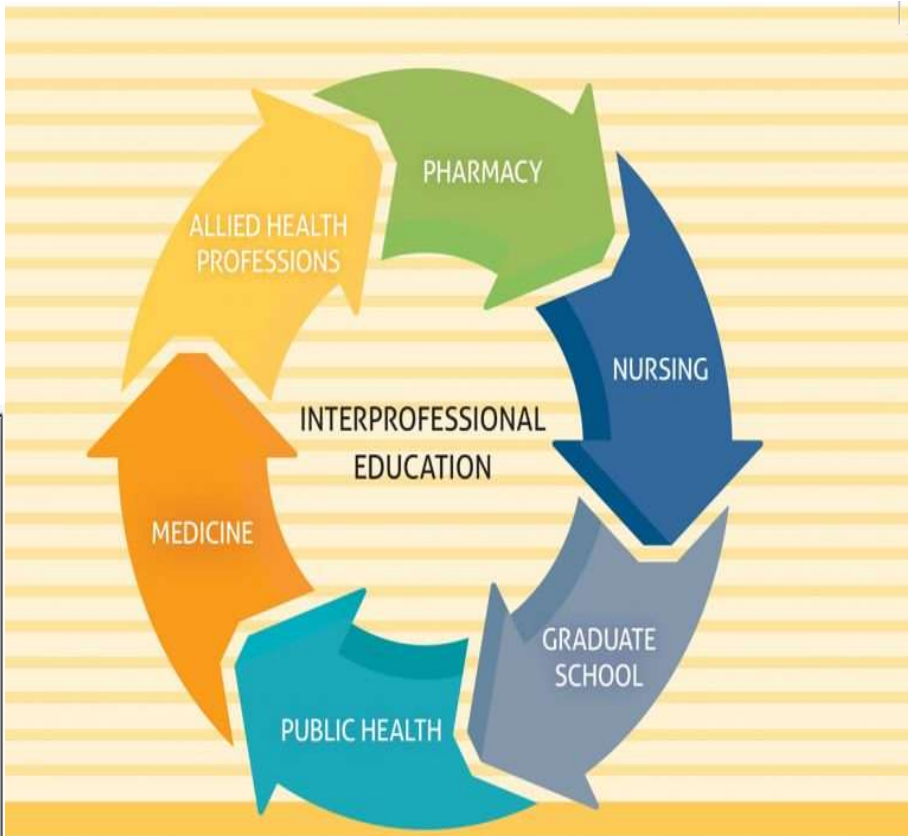
RESEARCH & TRAINING
INSIDE



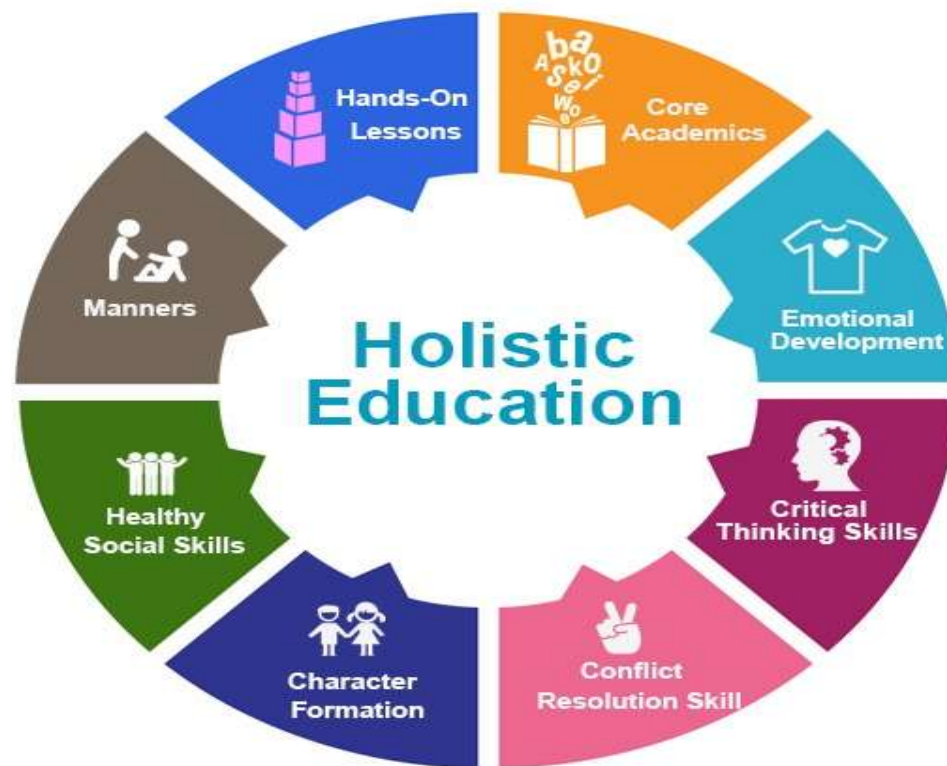


**ΣΥΝΕΡΓΑΣΙΑ ΙΑΤΡΙΚΩΝ ΕΙΔΙΚΟΤΗΤΩΝ
ΚΑΙ ΣΥΝΕΡΓΑΣΙΑ ΕΠΑΓΓΕΛΜΑΤΙΩΝ ΥΓΕΙΑΣ**
Interprofessional training **AND WORK!**

				
Obstetrics	Pediatrics	Anaesthesiology	Cardiology	Orthopedics
				
Acupuncture	Radiology	Gastroenterology	Surgery	Pathoanatomy



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ΚΑΙ ΜΗ ΤΕΧΝΙΚΕΣ ΔΕΞΙΟΤΗΤΕΣ**
-ΕΠΙΚΟΙΝΩΝΙΑ
-ΗΓΕΣΙΑ
-ΕΚΠΑΙΔΕΥΣΗ ΕΚΠΑΙΔΕΥΤΩΝ



CHECKLIST

BEFORE IP

- | | |
|---|----------|
| 1. SWITCHES IN PILOT COMPARTMENT | CHECKED |
| 2. SWITCHES IN BOMBARDIER COMPARTMENT | CHECKED |
| 3. ALL BOMBSIGHT SWITCHES | ON |
| 4. BOMB BAY SWITCHES | CHECKED |
| 5. PINS | PULLED |
| 6. AUTOPILOT | ADJUSTED |
| 7. BOMBING ALTITUDE | COMPUTED |
| 8. DISC SPEED AND TRAIL IN BOMBSIGHT | CHECKED |
| 9. AB COMPUTER COMPLETELY SET UP | CHECKED |
| 10. BOMBING INTERVALOMETER SETTINGS | CHECKED |
| 11. CAMERA INTERVALOMETER SETTINGS | CHECKED |
| 12. CAMERA DOORS | OPEN |

BEFORE BOMBING RUN

- | | |
|---|---------|
| 1. BOMB BAY DOORS | OPEN |
| 2. BOMBSIGHT STABILIZER | LEVEL |
| 3. PROPER RACK SELECTOR SWITCHES | ON |
| 4. RELEASE HANDLE (OLD TYPE AIRCRAFT) | SELECT |
| 5. DRIFT AND DROPPING ANGLE | PRE-SET |

BEFORE LANDING

- | | |
|---|---------------|
| 1. SWITCHES IN BOMBARDIER COMPARTMENT | OFF |
| 2. BOMBSIGHT | POST-FLIGHTED |
| 3. TURRETS AND GUNS | STOWED |
| 4. GUNS, TURRETS, AND GUNSIGHT SWITCHES | OFF |
| 5. BOMBING EQUIPMENT MALFUNCTION REPORT | COMPLETE |
| 6. INTELLIGENCE REPORT | COMPLETE |

It would be more than tragic to subject a bomber and its crew to the hazards of a mission, to consume irreplaceable time reaching the target, and then to discover that a malfunction prevents the successful accomplishment of that mission. You must avoid any such disastrous cancellation of a mission in the air that might have been prevented on the ground. The need for accurate preflighting of equipment, therefore, is only slightly less obvious than the need for accurate bombing procedure.





M. Emin Aksoy,
Istanbul, Turkey



Antikanen Teuvo,
Oulu Tampere, Finland



Bamidis Panagiotis,
Thessaloniki, Greece



Bergenfelz Anders,
Lund, Sweden



Dara o' Keeffe,
Dublin, Ireland



Escher Cecilia,
Stockholm, Sweden



Georgiou Evangelos,
Athens, Greece



Giamarellos-Bourboulis
Evangelos,
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Geneva, Switzerland



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Mosialos Elias,
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Sideris Michail,
London, UK



Traynor Oscar,
Dublin, Ireland



Tsai Li Fellander,
Stockholm, Sweden



Tsoulfas George,
Thessaloniki, Greece



Zografos C. George,
Athens, Greece



<https://nascscientificmeeting2021.gr/>





Train the Trainer Course

Trainers:

Dilek Kitapcioglu – CASE, Acibadem Mehmet Ali Aydinlar University

Dara O'Keeffe – National Surgical Training Centre, RCSI

Cecilia Escher – Center for Advanced Medical Simulation and Training, Karolinska Institute

Michail Sideris, MD, MDRes, PhD, MRCOG

Location: Caravel Hotel - Horizon

6 th September, 2022	
10:30-11:00	Welcome & Introduction
11:00-12:00	Simulation Modalities
12:00-13:00	Lunch Break
13:00-14:00	Workshop 1
	Programming technical skills training by using task trainers within small groups according to specialties/professions.
14:00-15:00	Workshop 2
	Assessment of technical skills and non-technical skills in a simulated environment
15:00-16:00	Practicing teamwork scenarios by actively involving the participants as learners
7 th September, 2022	
08:30-09:30	Crisis Resource Management
	Basic principles of team trainings; communication skills, collaboration and decision making
09:30-10:30	Debriefing techniques
10:30-10:45	Coffee break
10:45-12:00	Preparing teamwork scenarios by actively involving the participants as trainers
12:00-13:00	Lunch Break
13:00-16:00	Workshop 3
	Programming simulation sessions within small groups according to specialties/professions.
	- Pre-briefing - Familiarization - Scenario - Debriefing
16:00-16:30	Certification



Athens Scientific Meeting Program

8th September, 2022

08:00 – 08:30	Registration	
08:30 – 09:00	Opening Speech	Emin Aksoy
		Apostolos Papalois, George Zografos
09:00 – 10:30	Session I	Chair: Anders Bergenfelz
	Neurology, Neuroscience and Training	N. Grigoriadis
	XR Computational Medicine: New Frontiers in Simulation - Based, Healthcare VR Training.	G. Papagiannakis
	Serious Game Based Applications for Medical Training	M.E.Aksoy
10:30 – 11:00	Coffee Break, E-posters, Exhibition	
11:00 – 12:00	Session II	Chair: Oscar Traynor
	Implementing and Surveying Simulation Centers Worldwide For 15 Years: Lessons Learned.	E. Georgiou
	Inter-professional Training	E. Giamarellos-Bourboulis
12:00 – 13:00	Lunch Break, E-posters, Exhibition	
13:00 – 14:30	Session III	Chair: Li Felländer Tsai
	NASCE Vision, Mission and Accreditation Process. Why? Benefits. The future of Education and Training.	A.E.Papalois and G. Tsoulfas
	Awards for Best Presentations	
14:30 – 15:00	Coffee Break, E-posters, Exhibition	
15:00 – 16:00	Session IV	Chair: Teuvo Antikainen
	Selected Oral Presentations	
16:00 – 17:00	Session V	Chair: Isabelle Van Herzele
	COVID19 Pandemic and Lessons	E. Mosialos
	Simulation Based Training for The Medical Schools' Students.	M. Sideris
19:30	Gala Dinner	

9th September, 2022

08:30 – 09:30	Session VI	Chair: Apostolos Papalois
	Selected Oral Presentations	
09:30 – 10:30	Session VII	Chair: Emin Aksoy
	Optical Brain Imaging to Quantify Performance and Experience in Simulation Based Training for Clinical Skills.	K. Izzetoglu
	Digital Technology- A.I. and New Implementations- Digital Clinics, Digital Doctor.	P. Bamidis
10:30 – 11:00	Coffee Break, E-posters, Exhibition	
11:00 – 12:30	Session VIII	Chair: Dara O'Keeffe
	Global Trauma Education for MDs and H/C Profs. The Example from University of Athens and Stavros Niarchos Foundation.	E. Pikoulis
	Leadership in Education and Training- Team Work and New Technology.	P.Hoffmeyer
	The CME/CPD in Europe, the UEMS perspective.	V.E.Papalois
12:30 – 13:30	Lunch Break, E-posters, Exhibition	
13:30 – 16:30	Session IX - Athens Ideas Meeting (in Greek Language)	Chair: Apostolos Papalois George C. Zografos
	Climate Change	
	Transplantations	
	Bioethics	
16:30 – 20:30	Session X – Athens Ideas Meeting (in Greek Language)	
	World Economy	
	Human Rights Worldwide	
	Europe – Greece	
	Leadership in 21st Century	

- Training for Trainees.
- Training for Trainers – Instructors.
- Training Requirements for Training Institutions.



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Publishing Medical Journal Articles



Taylor & Francis



Publisher	Policy on the use of AI-based tools		
	For editors	For reviewers	For authors
Springer	None	None	LLMs, such as ChatGPT, do not currently satisfy the authorship criteria. Use of an LLM should be properly documented in the manuscript (Springer Editorial Policies, Artificial Intelligence, 2023)
Taylor & Francis	Files, images or information from unpublished manuscripts must not be uploaded into databases or tools that do not guarantee confidentiality, are accessible by the public and/or may store or use this information for their own purposes (for example, generative AI tools like ChatGPT) (Taylor and Francis, Journal Editor Code of Conduct, 2023)	Reviewers must not use AI tools to generate manuscript review reports, including LLM-based tools like ChatGPT (Taylor and Francis, Reviewer Guidelines, 2023)	COPE guidelines (COPE, 2023)
Elsevier	None	Reviewers should not upload a submitted manuscript or any part of it into a generative AI tool as this may violate the authors' confidentiality and proprietary rights and, where the paper contains personally identifiable information, may breach data privacy rights (Elsevier, Publishing Ethics, 2023)	Authors are allowed to use generative AI and AI-assisted technologies in the writing process before submission, but only to improve the language and readability of their paper and with the appropriate disclosure (Elsevier, Publishing Ethics, 2023)
Wiley	None	None	COPE guidelines (COPE, 2023) The final decision about whether use of an AI tool is appropriate or permissible lies with the journal's editor or other party responsible for the publication's editorial policy (Wiley, Best Practice Guidelines on Research Integrity and Publishing Ethics, 2023)

Death of a reviewer or death of peer review integrity? the challenges of using AI tools in peer reviewing and the need to go beyond publishing policies

Vasiliki Mollaki [View all authors and affiliations](#)

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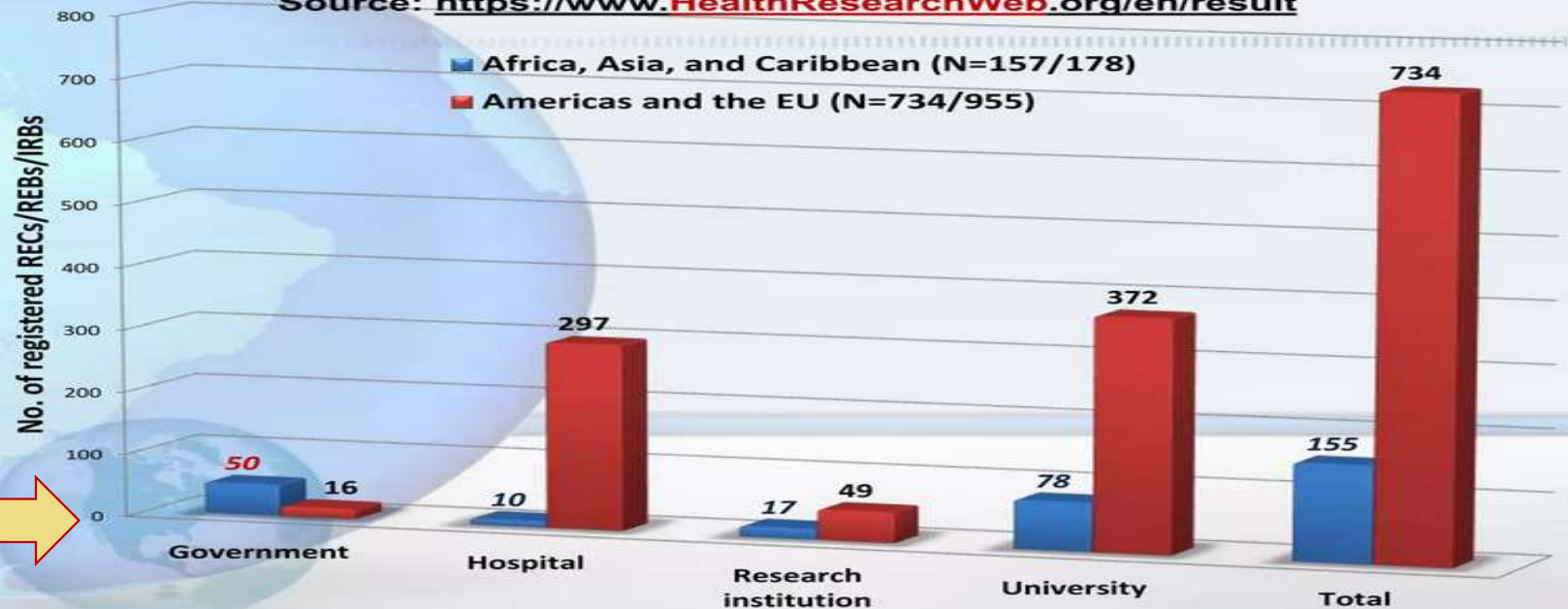
Democracy in Medicine



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Affiliation of research ethics committees/boards globally

Source: <https://www.HealthResearchWeb.org/en/result>



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ΕΠΙΤΡΟΠΕΣ ΗΘΙΚΗΣ ΚΑΙ ΔΕΟΝΤΟΛΟΓΙΑΣ ΤΗΣ ΕΡΕΥΝΑΣ

(https://www.kodiko.gr/nomologia/document_navigation/345491)

ΚΕΦΑΛΑΙΟ Ε΄ ΕΠΙΤΡΟΠΕΣ ΗΘΙΚΗΣ ΚΑΙ ΔΕΟΝΤΟΛΟΓΙΑΣ ΤΗΣ ΕΡΕΥΝΑΣ

Άρθρο 21 Σύσταση - σκοπός

1. Συνιστάται και λειτουργεί σε κάθε Ανώτατο Εκπαιδευτικό Ίδρυμα (Α.Ε.Ι.) και σε κάθε ερευνητικό και τεχνολογικό κέντρο του άρθρου 13Α του ν. 4310/2014 (εφεξής ερευνητικό φορέα) Επιτροπή Ηθικής και Δεοντολογίας της Έρευνας (Ε.Η.Δ.Ε.).

2. Σκοπός των Ε.Η.Δ.Ε. είναι να παρέχουν σε ηθικό και δεοντολογικό επίπεδο εγγύηση αξιοπιστίας των ερευνητικών έργων που διεξάγονται στα Α.Ε.Ι. και στους ερευνητικούς φορείς. Οι Ε.Η.Δ.Ε. ελέγχουν αν ένα ερευνητικό έργο διενεργείται με σεβασμό στην αξία των ανθρώπινων όντων, στην αυτονομία των προσώπων που συμμετέχουν, στην ιδιωτική ζωή και τα προσωπικά τους δεδομένα, καθώς και στο φυσικό και πολιτιστικό περιβάλλον. Οι Επιτροπές ελέγχουν, επίσης, την τήρηση των γενικά παραδεδεγμένων αρχών της ακεραιότητας της έρευνας και των κριτηρίων της ορθής επιστημονικής πρακτικής.

ΝΟΜΟΣ ΥΠ' ΑΡΙΘΜ. 4957

Νέοι Ορίζοντες στα Ανώτατα Εκπαιδευτικά Ιδρύματα: Ενίσχυση της ποιότητας, της λειτουργικότητας και της σύνδεσης των Α.Ε.Ι. με την κοινωνία και λοιπές διατάξεις.

Άρθρο 476 Μεταβατικές διατάξεις Κεφαλαίου Λ΄

Οι **Επιτροπές Ηθικής και Δεοντολογίας** της Έρευνας των Ανώτατων Εκπαιδευτικών Ιδρυμάτων (Α.Ε.Ι.) που συγκροτήθηκαν δυνάμει του άρθρου 21 του ν. 4521/2018 (Α' 38) συνεχίζουν να λειτουργούν.

ΕΠΙΣΤΗΜΟΝΙΚΕΣ ΕΠΙΤΡΟΠΕΣ ΝΟΣΟΚΟΜΕΙΩΝ

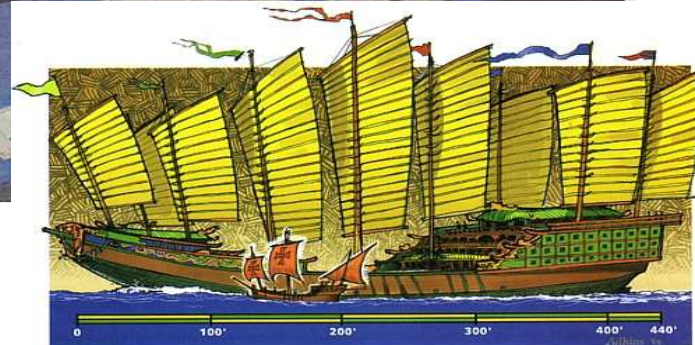
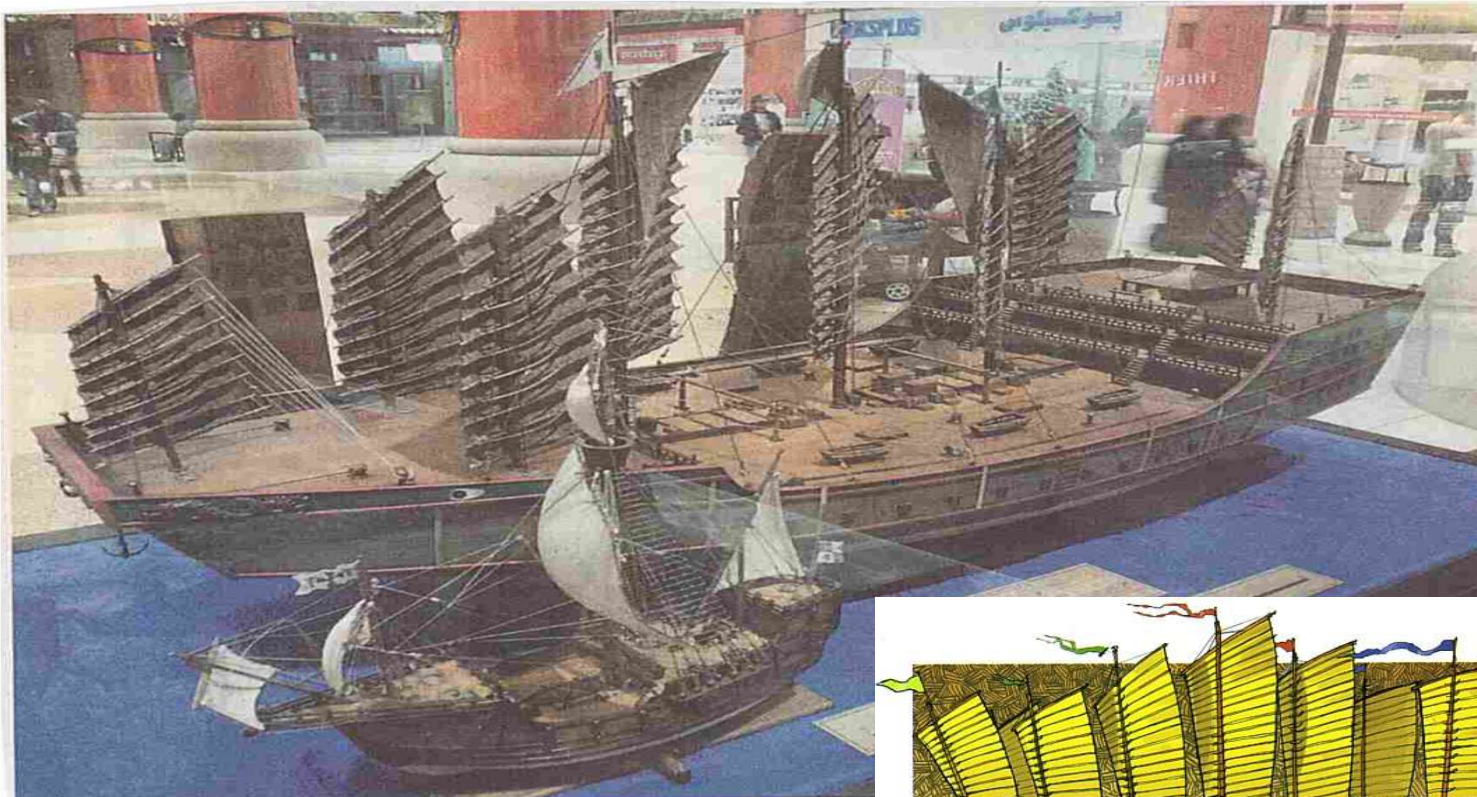
Δημόσιος VS Ιδιωτικός τομέας

The Icarus Syndrome

It is the state of character where there are all the elements of successful career (education, self-confidence, leadership skills), but ultimately leads to failure and unpleasant situations for himself/herself and his/her environment.



Chinese vs European Navigation. 1423 & 1492



Lack of Moderation

Authoritative behavior
lack of communication
hyperbolic self-confidence



Scientists need more time to think

E-mails and instant messaging are core to research – but also a distraction. Researchers should study their impact on science, and how they can claw back time to concentrate.

Video calls. Instant messaging. Voice calls. E-mails. Social media. Smartphones. Tablets. Laptops. Desktops. More digital devices equals less time to concentrate and to think. The negative effects of this on researchers are tackled by computer scientist Cal Newport in his latest book, *Slow Productivity*¹.

The book's title challenges the idea, common to many workplaces, that productivity must always increase. A study has shown that science is becoming less disruptive, even though there are now more papers being published and grants awarded than ever before². Newport, who studies technology in the workplace at Georgetown University in Washington DC, says that researchers and other knowledge workers need to slow down and spend more time thinking, to focus on maintaining and improving quality in their work.

Newport does the research community a service by shining a spotlight on an overburdened workforce. Institutions should already be accessing the expertise that exists within their walls in the search for answers, but are not doing so. Newer communications technologies have enormous benefits, including speeding up research, as was necessary during the COVID-19 pandemic. But they are also squeezing out thinking time. Newport's book reminds us that there are researchers who will know how to help.

Stop, drop and think

Thinking time – the time needed to concentrate without interruptions has always been central to scholarly work. It is essential to designing experiments, compiling data, assessing results, reviewing literature and, of course, writing. Yet, thinking time is often undervalued; it is rarely, if ever, quantified in employment practices.

One way to think about the practice of juggling research with e-mail and instant messaging is to visualize someone working next to a physical letterbox. Imagine opening and reading every letter as soon as it arrives, and starting to compose a reply, even as more letters drop through the box – all the while trying to do your main job. Researchers say that their to-do lists tend to lengthen, in part because colleagues can contact them instantly, often for good reasons. Researchers also often have to choose what to prioritize, which can cause them to feel overwhelmed.

Newport gives suggestions on reclaiming thinking time, include limiting the number of items on to-do lists and project teams setting aside time to complete tasks that

require all members, thus avoiding individual members sending e-mails to each other. For institutions, Newport recommends a transparent workload management system – a way for managers to see everything that a colleague is expected to do – and then to adjust the workload if there are more tasks than there is available time.

Undoubtedly good advice, this might be easier to implement in industrial settings than in academic ones. In many academic research laboratories, researchers report to a single principal investigator, with little management structure. This is partly because it is hard to justify to academic funders the budget for paying for management and administration roles.

But Felicity Mellor, a science-communication researcher at Imperial College London, is sceptical about giving managers a role in thinking time. In many cases, researchers are already feeling the weight of their institution's monitoring and evaluation systems. Mellor argues that including yet another box in an evaluation form might not go down well. She also thinks that institutions will not accept this. "Can you imagine the response if a scientist filled out a time sheet where it says 'eight hours spent thinking'?" Ultimately, she says, creating a more supportive research culture needs a much more fundamental change. That suggests an even more radical rethink of the current funding model for academic research, as we wrote last month (see *Nature* 630, 793; 2024), along with changes to other aspects of academic science.

Quality check

Newport's thesis raises a much more fundamental question: what is the impact of lost concentration time on science – not just on the structure and process of science, but also on the content and quality of research?

In 2014, Mellor co-led a research project, funded by the UK Arts and Humanities Research Council, called *The Silences of Science*, published as a book two years later³. Researchers discussed this question, and others in a series of workshops, but the work did not continue after the grant expired. Such explorations need to be revived, but they also need to incorporate the impact of artificial-intelligence technologies. These tools are being implemented at pace around the world to automate many routine administrative tasks. Researchers need to evaluate whether such tools can free up more thinking time for researchers; or whether they could have the opposite effect.

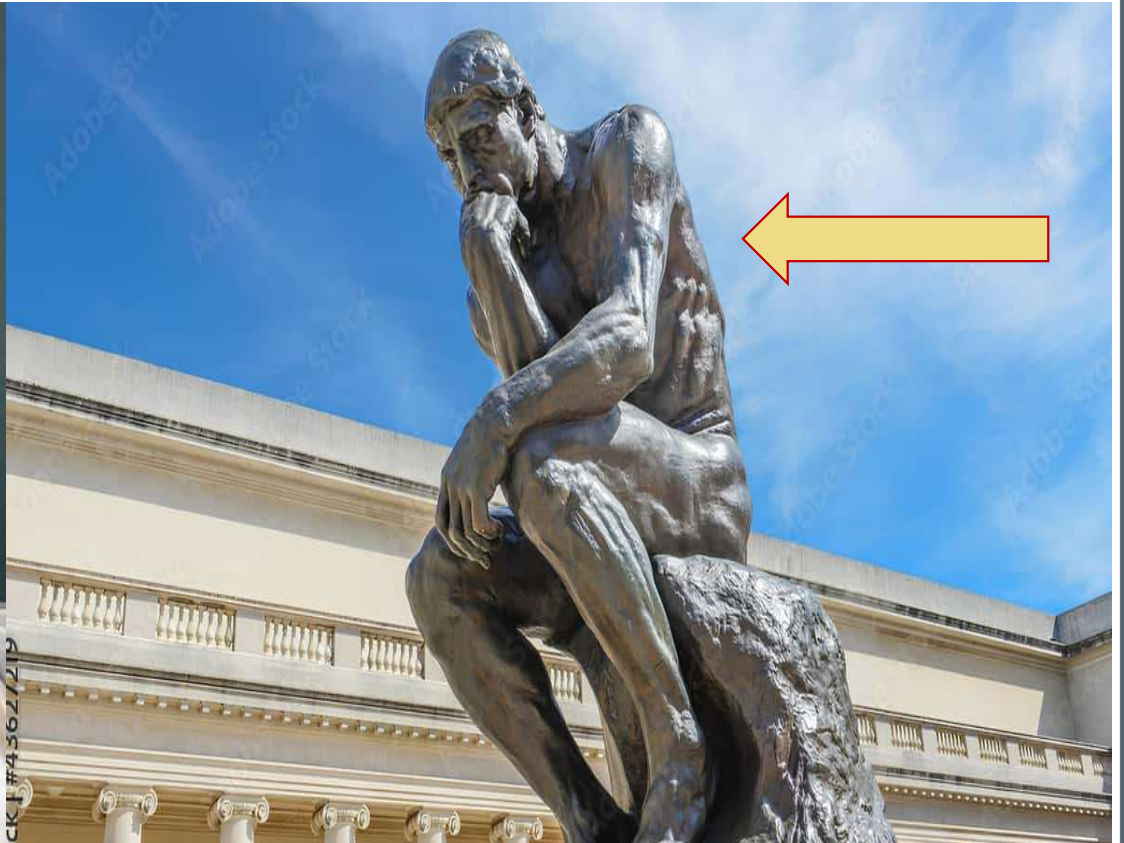
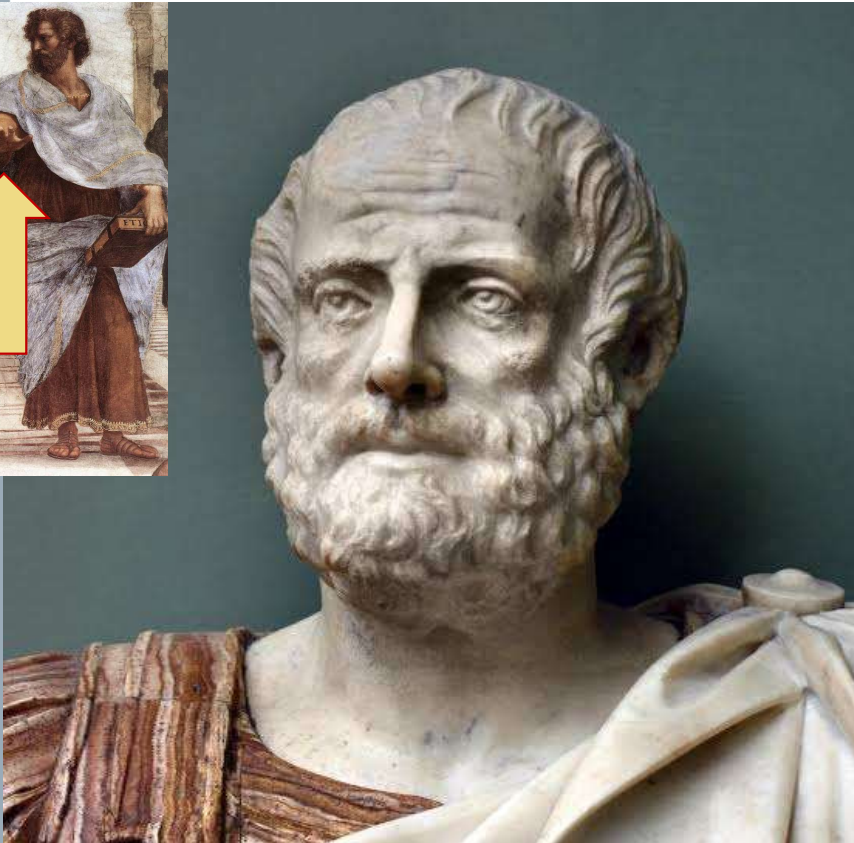
Communications technologies are sure to evolve further and to continue distracting researchers from their work. More studies investigating the effect of these technologies on science are needed urgently, as are studies on how thinking time can be protected in a world of instant communication. This knowledge will help researchers and institutional leaders to make better decisions about the technologies' deployment – and, hopefully, allow researchers to carve out that all-important space and time to think.

“Thinking time is often undervalued; it is rarely, if ever, quantified in employment practices.”

1. Newport, C. *Slow Productivity: The Lost Art of Accomplishment Without Burnout* (Portfolio, 2024).
2. Park, M. et al. *Nature* 613, 138–144 (2023).
3. Mellor, F. & Webster, S. *The Silences of Science: Gaps and Pauses in the Communication of Science* (Routledge, 2016).

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The Aristotelian Common Good.



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Larva



TIME !!!

Butterfly



$$E = mc^2$$

Energy is equal to mass multiplied by the speed of light squared