

Course Title	Ethics in Physiotherapy			
Course Code	PHYS107			
Course Type	Compulsory			
Level	Bachelor (Level 1)			
Year / Semester	1 st / Fall			
Instructor's Name	Dr Alexandra Skitsou			
ECTS	3	Lectures / week	2	Laboratories/week
Course Purpose	<p>The aim of the course is to enable students to understand the concepts and principles of scientific and professional ethics and to apply the particular ethical dimensions involved in the practice of the profession of the Physiotherapist. In particular, a series of ethical dilemmas encountered in research are analyzed in depth. Problems such as risk-benefit balancing, conflict of interest, informed consent, substitute decision-making, research commercialization, and research involving sensitive patient groups (children, people with intellectual disabilities, etc.) are analyzed so that the student can identify them, process them and respond.</p> <p>The students recognize his/her ethical role as a health professional and having acquired the skills to apply ethical consideration criteria, he/she acquires his/her own opinion on all contemporary ethical issues. With professionalism and responsibility, he can respond and make difficult decisions in value disputes in clinical practice, physiotherapy research and in his relationships with patients, with other health therapists and the wider society.</p>			
Learning Outcomes	<p>Upon successful completion of the theory, the student will be able to:</p> <ul style="list-style-type: none"> • understand ethical theories and the ethical outlook in his profession, • clearly evaluate and formulate the principles that should govern physiotherapist-patient relationships, • have the necessary knowledge and be able to use principles and values to analyze and evaluate ethical problems in his profession, • be able to address and resolve ethical problems that arise during the application of the research process and clinical practice, • have the necessary knowledge and to be able to use principles and values to analyze and evaluate ethical problems in their profession, such as a conflict due to differences in the objectives of each of the two parties or a confrontation between the principle of benefit and the autonomy of the patient, • understand the different and constantly changing roles, relationships, and responsibilities of physiotherapists, 			

	<ul style="list-style-type: none"> • understand in depth the historical course of ethical problems in research by being aware of the principles governing research ethics committees taking into account above all but not only the Declaration of Helsinki¹ and the Guidelines for Research in Biomedicine, as well as the confrontation of arguments on the main contentious issues, • to familiarize with the Code of Ethics of Physiotherapists with the current legal status in scientific issues of Physiotherapy. 		
Prerequisites	None	Co-requisites	None
Course Content	<p>Section 1. Ethical dilemmas in the health sciences.</p> <p>Critical thinking and moral dilemmas.</p> <ul style="list-style-type: none"> • Ethical dilemmas in physiotherapy. • Cases in physiotherapy where there are conflicting moral obligations. <p>Section 2. Moral theories in Bioethics I - Ethics of consequences (utilitarianism).</p> <ul style="list-style-type: none"> • Principle of maximum pleasure. • Problems of the theory of utilitarianism. • Utilitarianism in the health sciences. <p>Section 3. Moral theories in Bioethics II - Ethics of duty, Ethics of virtue.</p> <ul style="list-style-type: none"> • Principles of ethics based on rules of logic. • Categorical imperative. • Problems of the morality of duty. • Ethics of duty in the health sciences. • The moral character and virtues of the individual. • Problems of the morality of virtue. • Ethics of virtue in the health sciences. <p>Section 4. Bioethics and Physiotherapy.</p> <ul style="list-style-type: none"> • Cases of moral dilemmas from physiotherapy practice. <p>Section 5. Case study (kazuistic method).</p> <ul style="list-style-type: none"> • Historical development of case studies. • Morality of the case. • Case study and applications in Physiotherapy. • A model of a unified approach to the four basic principles and case studies. • Case study and applications in Physiotherapy. <p>Section 6. The 4 basic principles in Bioethics (autonomy, justice, principle of beneficence, principle of non-maleficence).</p> <ul style="list-style-type: none"> • Historical development of the theory of the 4 basic principles. • How to solve moral problems according to the theory of the 4 basic principles and connection with common morality. • Specialization and balancing (specification and balancing). • Case Study and Applications in Physiotherapy 		

	<p>Section 7. Autonomy.</p> <ul style="list-style-type: none"> • Internal and external autonomy. • The "knowing what he wants" patient and understanding information. • Informed consent. • Confidentiality. <p>Section 8. Mid-term evaluation of students.</p> <ul style="list-style-type: none"> • The performance of the students is evaluated according to the evaluation of the course as mentioned below. <p>Section 9. Justice.</p> <ul style="list-style-type: none"> • Theories of justice. • Fair allocation of resources. <p>Section 10. Principle of non-maleficence.</p> <ul style="list-style-type: none"> • Protecting the patient. <p>Section 11. Principle of beneficence.</p> <ul style="list-style-type: none"> • Balancing between risks and benefits. • Value of life. • Paternalism - confrontation between the principle of benefit and autonomy of the patient. <p>Section 12. Ethical dilemmas in research in the health sciences.</p> <ul style="list-style-type: none"> • Historical development of problems in research. • What makes a survey ethical? Prerequisites for research in ethical contexts. • Declaration of Helsinki¹ and Guidelines for Research in Biomedical Module <p>Section 13. The responsibility of the Physiotherapist.</p> <ul style="list-style-type: none"> • Ethical obligations of the health professional. • Responsibility towards patients, towards health workers, towards society. • Ethical and legal responsibility of the Physiotherapist. • Greek and foreign Legislation, historical review of the Legislation. • ISO health services certification. <p>Section 14. The concepts of health, disability and 'patient good'.</p> <ul style="list-style-type: none"> • History of concepts. Definition of concepts and conflicts. • Service evaluation, certification, quality control in health. • The overall performance of the students is evaluated in accordance with the regulation of studies of the Institution and the way of evaluation of the course as mentioned below
<p>Teaching Methodology</p>	<p>The teaching of the course includes lectures on the offer of the theoretical background. In teaching, analytical notes with PowerPoint and material rich in images and videos are used. Methods such as case studies, clinical scenarios, discussion, questions/answers are used in the teaching methodology depending on the nature of the course. clinical scenarios. Relevant material published in international scientific journals</p>

	is also used to follow the latest developments related to the subject of the course.
Bibliography	<p><u>Textbooks:</u></p> <p>Poulis I.- Vlachou E. Bioethics – Ethics, Legislation in Health Sciences Konstantaras Medical Publications. 2016 (In Greek)</p> <p>Harris J. The Value of Life – An Introduction to Medical Ethics. London: Routledge & Kegan Paul; 1985.</p> <p>Beauchamp TL, Childress JF. Principles of Biomedical Ethics. 5th ed. New York: Oxford University Press; 2001.</p> <p>Mill, John Stuart, On Liberty and other writings, Collini Stefan (ed.) (Cambridge University Press, 1989)</p> <p><u>References:</u></p> <p>American Physical Therapy Association Vision Statement for Physical Therapy 2020 (Vision 2020). Alexandria, Va: APTA, 2000; http://www.apta.org/AM/Template.cfm?Section=Vision_20201&TEMPLATE=/CM/ContentDisplay.cfm&CONTENTID=39951</p> <p>American Physical Therapy Association, Guide for Professional Conduct. http://www.apta.org/AM/Template.cfm?Section=Ethics_and_Legal_Issues1&TEMPLATE=/CM/ContentDisplay.cfm&CONTENTID=14342</p> <p>American Physical Therapy Association. Code of Ethics. http://www.apta.org/AM/Template.cfm?Section=Ethics_and_Legal_Issues1&TEMPLATE=/CM/ContentDisplay.cfm&CONTENTID=21760</p> <p>American Physical Therapy Association. House Adopts Goals Representing 2004 Priorities of APTA. Alexandria, Va: American Physical Therapy Association; 2000. http://www.apta.org/AM/Template.cfm?Section=Archives2&Template=/Customsource/TaggedPage/PTIssue.cfm&Issue=06/24/2003</p> <p>Australian Physiotherapy Association. Code of Conduct. http://apa.advsol.com.au/staticcontent/download/APACodeOfConduct.pdf.</p> <p>Australian Physiotherapy Association. Policy and procedures manual. Melbourne; Australian Physiotherapy Association: 2000.</p>
Assessment	<u>Continuous Assessment (50%):</u>

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