

## BIOETHICS COURSE OUTLINE

### 1. GENERAL

<b>SCHOOL</b>	SCIENCE OF PHYSICAL EDUCATION, SPORTS AND OCCUPATIONAL THERAPY		
<b>DEPARTMENT/MSc</b>	OCCUPATIONAL THERAPY		
<b>LEVEL OF STUDY</b>	MSc - LEVEL 6		
<b>COURSE CODE</b>		<b>SEMESTER OF STUDIES</b>	7o
<b>COURSE TITLE</b>	BIOETHICS		
<b>INDEPENDENT TEACHING ACTIVITIES</b>		<b>TEACHING WEEKS</b>	<b>CREDITS</b>
<i>in case the credits are awarded to distinct parts of the course, e.g. Lectures, Laboratory Exercises, etc. If the credits are awarded uniformly for the entire course, indicate the weekly teaching hours and the total credits</i>			
		3	6
<i>Add rows if needed. The organization of teaching and the teaching methods used are described in detail in 4.</i>			
<b>COURSE TYPE</b>	GENERAL KNOWLEDGE		
<i>Background, General Knowledge, Scientific Area, Skills Development</i>			
<b>PREREQUISITE COURSES:</b>	NO		
<b>LANGUAGE OF INSTRUCTION AND EXAMINATIONS:</b>	GREEK		
<b>THE COURSE IS OFFERED TO ERASMUS STUDENTS</b>	NO		
<b>ONLINE COURSE PAGE (URL)</b>	-		

### 2. LEARNING OUTCOMES

<p><b>Learning Outcomes</b></p> <p><i>The learning outcomes of the course are described, the specific knowledge, skills and abilities of an appropriate level that students will acquire after the successful completion of the course.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> <li>● <i>Description of the Level of Learning Outcomes for each cycle of study according to the European Higher Education Area Qualifications Framework</i></li> <li>● <i>Descriptive Indicators of Levels 6, 7 &amp; 8 of the European Qualifications Framework for Lifelong Learning</i></li> </ul> <p><i>and Annex B</i></p> <ul style="list-style-type: none"> <li>● <i>Summary Guide to Writing Learning Outcomes</i></li> </ul>
<p><i>Upon successful completion of the course, participants will be able to:</i></p> <ul style="list-style-type: none"> <li>● <b>Understand and explain</b> the basic principles and theories of Bioethics, such as autonomy, the principle of "Benefit or Do No Harm" and justice.</li> <li>● <b>Identify and analyze</b> ethical dilemmas that arise in the daily practice of Occupational Therapy.</li> <li>● <b>Assess</b> the ethical implications of professional decisions and apply ethical frameworks to decision-making.</li> </ul>

- **They manage** informed consent and protect patient autonomy in various clinical settings.
- **Recognize and discuss** the ethical challenges arising from the use of new technologies and genetic information in Occupational Therapy.
- **They** are sensitive to ethical issues affecting vulnerable groups, such as children and the elderly.
- **They apply** the principles of social justice and equality in the provision of Occupational Therapy services.
- **They collaborate** effectively in multidisciplinary health teams, taking into account the ethical dimensions of collaboration.
- **They develop** critical thinking and ethical decision-making skills, which are essential for their professional development.
- **They communicate** ethical views and concerns with clarity and argumentation, within a framework of professional ethics.

#### General Competencies

Taking into account the general competencies that the graduate must have acquired (as listed in the Diploma Supplement and listed below), which / which of them is the course aimed at?.

Search, analyze and synthesize data and information, using the necessary technologies

Project planning and management

Respect for diversity and multiculturalism

Adapting to new situations

Respect for the natural environment

Decision-making

Demonstrate social, professional and ethical responsibility and gender sensitivity

Autonomous work

Criticism and self-criticism

Teamwork

Working in an international environment

Promoting free, creative and inductive thinking

Working in a multidisciplinary environment

Generating new research ideas

The course "**Bioethics**" in the Department of Occupational Therapy aims to develop the following general competencies:

- **Searching, analyzing, and synthesizing data and information, using the necessary technologies:** Students will learn to analyze complex ethical issues and synthesize information from a variety of sources to solve problems.
- **Adapting to new situations:** The course encourages students to adapt to different ethical dilemmas and develop the ability to make decisions in a variety of clinical and professional contexts.
- **Decision Making:** The emphasis on ethical decision-making is central to the course, with students practicing and developing this ability through case studies and application of Ethics principles.
- **Teamwork:** Students will work together in groups to analyze ethical issues, promoting collective decision-making and the exchange of views.
- **Working in an interdisciplinary environment:** The course supports students' ability to collaborate with other health professionals by recognizing and addressing the ethical issues that arise in interdisciplinary teams.
- **Respect for diversity and multiculturalism:** They are taught to respect the different values, beliefs and cultural perceptions of patients and to take diversity into account in

*ethical decision-making.*

- **Demonstrate social, professional, and ethical responsibility and sensitivity to gender issues:** *Students are encouraged to develop a deep sense of social and professional responsibility, with a particular focus on sensitivity to gender and ethical issues.*
- **Criticism and Self-Criticism:** *The course emphasizes students' ability to criticize and self-criticize their ethical decisions and practices, enhancing their personal and professional development.*
- **Promotion of free, creative and inductive thinking:** *Students are encouraged to develop their critical and creative thinking in order to approach ethical dilemmas slippery, with originality and innovation.*

### 3. COURSE CONTENT

1. **Introduction to Bioethics and its Theoretical Principles:** *Definition and History of Bioethics, Basic Principles of Bioethics: Autonomy, Benevolence, Non-Harm, Justice, Theoretical Frameworks and Approaches: Ethical, Consequential, Ethical.*
2. **Bioethics in Health and Occupational Therapy:** *Ethical Dilemmas in Clinical Practice and the Importance of Bioethics in Occupational Therapy, Application of Bioethical Principles in the Daily Work of the Occupational Therapist.*
3. **Human Rights and Ethics in Healthcare:** *International Treaties on Human Rights in Health, Ethical Principles in Ensuring Patient Autonomy and the Importance of Informed Consent.*
4. **Ethical Dilemmas in Clinical Practice:** *Presentation and analysis of real cases from Occupational Therapy, Application of tools and methods of ethical decision-making.*
5. **Bioethics and Interdisciplinary Collaboration:** *Ethical Issues in Collaboration with Other Health Professionals, Challenges and Strategies for Ethical Collaboration in an Interdisciplinary Context.*
6. **Bioethics and Technology in Health:** *Ethical issues arising from the use of new technologies in healthcare (e.g., robotics, artificial intelligence), Impact of technological developments on the practice of Occupational Therapy.*
7. **Bioethics and Vulnerable Groups:** *Ethical issues in the provision of services to children and the elderly, Protection of the autonomy and rights of vulnerable groups.*
8. **Social Justice and Ethics in Health:** *Principles of Social Justice and Equality in the Allocation of Health Resources, Addressing Inequalities in Access to Healthcare.*
9. **Applied Bioethics in the Daily Practice of Occupational Therapy:** *Application of bioethical principles to the daily decisions of occupational therapists, Management of ethical conflicts and complex clinical situations.*
10. **Open Discussion:** *Review of the main topics covered in the course, Open discussion on ethical dilemmas and case study, Preparation for the final evaluation or presentation of assignments.*

#### 4. TEACHING AND LEARNING METHODS - EVALUATION

<p style="text-align: center;"><b>DELIVERY METHOD</b></p> <p style="text-align: center;"><i>Face-to-face, Distance learning, etc.</i></p>	FACE TO FACE																		
<p style="text-align: center;"><b>USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES</b></p> <p style="text-align: center;"><i>Use of ICT in Teaching, Laboratory Training, Communication with Students</i></p>	<p>Use of ICT in Teaching and Communication with Students</p> <ul style="list-style-type: none"> <li>• Digital slides</li> <li>• video</li> <li>• MsTeams/ e-class, webmail</li> </ul>																		
<p style="text-align: center;"><b>TEACHING ORGANIZATION</b></p> <p><i>The way and methods of teaching are described in detail.</i></p> <p><i>Lectures, Seminars, Laboratory Exercise, Field Exercise, Study &amp; Analysis of Literature, Tutorial, Practice (Placement), Clinical Exercise, Art Workshop, Interactive Teaching, Educational Visits, Project Preparation, Writing a Paper / Paper, Artistic Creation, etc.</i></p> <p><i>The student's study hours for each learning activity as well as the hours of non-guided study are indicated so that the total workload at semester level corresponds to ECTS standards</i></p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #f2f2f2;"> <th style="text-align: center;">Activity</th> <th style="text-align: center;">Semester Workload</th> </tr> </thead> <tbody> <tr> <td>Lectures</td> <td style="text-align: center;">39</td> </tr> <tr> <td>Work</td> <td style="text-align: center;">60</td> </tr> <tr> <td>Literature study and analysis</td> <td style="text-align: center;">78</td> </tr> <tr> <td>Examination</td> <td style="text-align: center;">3</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td><b>Total Course</b></td> <td style="text-align: center;"><b>180</b></td> </tr> </tbody> </table>	Activity	Semester Workload	Lectures	39	Work	60	Literature study and analysis	78	Examination	3							<b>Total Course</b>	<b>180</b>
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<p style="text-align: center;"><b>STUDENT EVALUATION</b></p> <p><i>Description of the evaluation process</i></p> <p><i>Assessment Language, Assessment Methods, Formative or Conclusive, Multiple Choice Test, Short Answer Questions, Essay Development Questions, Problem Solving, Written Paper, Report/Report, Oral Examination, Public Presentation, Laboratory Work, Clinical Examination of a Patient, Artistic Interpretation, Other/Other</i></p> <p><i>Explicitly defined evaluation criteria and whether and where they are accessible by students are mentioned.</i></p>	<p>Work at home (compulsory) 40%</p> <p>Written exam 60%</p>																		

#### 5. RECOMMENDED BIBLIOGRAPHY

<ol style="list-style-type: none"> <li>1. Beauchamp, T. L., &amp; Childress, J. F. (2019). <i>Principles of biomedical ethics (8th ed.)</i>. Oxford University Press.</li> <li>2. Schüklenk, U., &amp; Singer, P. (Eds.). (2021). <i>Bioethics: An anthology (4th ed.)</i>. Wiley-Blackwell.</li> <li>3. Guidry-Grimes, L.K., &amp; Veatch, R.M. (2019). <i>The Basics of Bioethics (4th ed.)</i>. Routledge. <a href="https://doi.org/10.4324/9780429507519">https://doi.org/10.4324/9780429507519</a></li> <li>4. Morrison, Eileen E. &amp; Furlong, Elizabeth (eds.) (2019). <i>Health care ethics: critical issues for the 21st century</i>. Burlington, MA: Jones &amp; Bartlett Learning.</li> <li>5. Rowan, J., &amp; Zinaich, S. (2003). <i>Ethics for the professions</i>. Wadsworth/Thomas Learning.</li> </ol>
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6. Masters, B. (2011). *Biomedical ethics, 7th edition* David DeGrazia, Thomas A. Mappes, Jeffrey Brand-Ballard: 2010, Softcover, 732pp, ISBN 9780073407456 £171.15 McGraw-Hill Incorporated.