

1. BASIC DATA

Subject	Public Health, Ethics and Professional Deontology
Titration	Bachelor's Degree in Physiotherapy
School/ Faculty	Physical Activity and Sports Sciences and Physiotherapy
Course	First
ECTS	6 ECTS (150 hours): 4 ECTS (100 hours) of Public Health + 2 ECTS (50 hours) of Ethics and Professional Deontology
Character	Basic
Language/s	English, French, Spanish
Modality	Face
Semester	First semester
Academic year	2024/2025
Coordinating Teacher	María José Giménez Mestre
Teacher	Isabel Mínguez Esteban

2. PRESENTATION

Public Health, Ethics and Professional Deontology is a subject that consists of two parts: a first part, Public Health, whose general objective is for the student to delve into the meaning of Public Health for the health professional and the scientific method used by Epidemiology for the study of health problems; and a second part, Professional Ethics and Deontology, which offers students a reflective and critical ethics with knowledge and professional activity.

The *Public Health* part represents 70% of the total time of the subject. Taking into account the training profile that the student is expected to achieve, it carries basic and specific training on health, public health, the organization of the health system, health economics, the main diseases that are the objective of public health, disease prevention and health promotion and health education. All training focuses on the development of competencies of a health agent and their involvement in preventive activities. At the same time as it helps the student to acquire the theoretical knowledge and skills necessary to collaborate with the services dedicated to the promotion of health and prevention of disease, it makes them aware of the need to carry out their curative and rehabilitative task without neglecting their participation in preventive activities.

The part of *Ethics and Professional Deontology* represents 30% of the total time of the subject.

The two parts of the subject are assessed separately and grades cannot be compensated; the *Public Health*

grade represents 70% and the *Ethics and Professional Deontology grade* 30% of the final grade of the subject.

3. COMPETENCIES AND LEARNING OUTCOMES

Core competencies:

- CB1: Students must have demonstrated that they possess and understand knowledge in an area of study that is based on the basis of general secondary education, and is usually found at a level that, although supported by advanced textbooks, also includes some aspects that involve knowledge from the forefront of their field of study.
- CB2: Students must know how to apply their knowledge to their work or vocation in a professional way and possess the competencies that are usually demonstrated through the elaboration and defense of arguments and problem solving within their area of study.
- CB3: Students must have the ability to gather and interpret relevant data (usually within their area of study) in order to make judgments that include reflection on relevant social, scientific or ethical issues.
- CB4: Students should be able to transmit information, ideas, problems and solutions to both a specialised and non-specialised audience.
- CB5: Students must have developed those learning skills necessary to undertake further studies with a high degree of autonomy

Transversal competences:

- CT3: Organizational and planning skills.
- CT5: Oral and written communication in the native language.
- CT9: Ethical commitment.
- CT10: Teamwork.
- TC17: Adaptation to new situations.
- TC23: Sensitivity to environmental issues

Specific competencies:

- CE86: Analyse the determinants of health of different population groups: socio-economic and environmental determinants, lifestyles, etc.
- CE87: To know the organisation of the Health System and the impact of social and health policies on professional practice.
- CE88: Value the importance of being a health agent and collaborate with services dedicated to health development.
- CE89: Recognise and enhance the role of the physiotherapist in health promotion and disease

prevention activities.

- CE90: Incorporate the principles of Ethics into daily professional practice to guarantee the dignity and fundamental rights of patients.
- CE91: Identify ethical problems in daily practice and know how to apply reasoning and critical judgment in their resolution.

Learning outcomes:

- RA1: Understanding of fundamental concepts related to Public Health
- RA2: Understanding the basic aspects of Bioethics
- RA3: Ability to work cooperatively with others, identifying with a common project and committing to the established objectives
- RA4: Ability to ask questions and explore problems arising from practice related to the Health Sciences

The table below shows the relationship between the competencies developed in the subject and the learning outcomes that are pursued:

Competences	Learning Outcomes
CB1, CT5, CE86, CE88, CE89	RA1. Understanding of fundamental concepts related to Public Health
CB2, CB3, CB4, CT5, CT9, CT17, CT23, CE90, CE91	RA2. Understanding the basic aspects of Bioethics
CB2, CB3, CB4, CT3, CT5, CT10, CE89, CE90	RA3. Ability to work cooperatively with others, identifying with a common project and committing to established objectives
CB3, CB4, CT3, CT9, CT17, CT23, CE88, CE89	RA4. Ability to ask questions and explore issues arising from Health Sciences practice

4. CONTENTS

The subject of Public Health is organized into seven learning units and that of Ethics and Professional Deontology into three learning units. Each learning unit is, in turn, divided into themes:

PUBLIC HEALTH

Unit 1: Concept of Health and Public Health.

- 1.1. Concept of Health and Public Health. International Objectives and International Health Regulations
- 1.2. Determinants of health
- 1.3. Health indicators: types. Use of digital resources as a source of data.



Unit 2: Basic Concepts in Demography and its Application to Public Health

- 2.1.** Demography and demographic indicators. Application of Demography for the identification of the needs of the population

Unit 3: Basic concepts in Epidemiology and its application to Public Health

- 3.1.** Concept and use of Epidemiology in Public Health. Measuring health and disease: prevalence and cumulative incidence.
- 3.2.** The epidemiological method: Generation and interpretation of scientific evidence. Causation and risk estimation

Unit 4: Prevention and its levels. Health promotion. Health Education

- 4.1.** Prevention: primary, secondary, tertiary and quaternary
- 4.2.** Health promotion, health education and therapeutic education

Unit 5: Organization of health services. Health Economics. Health Systems Performance

- 5.1.** Health Systems. Organization of health care systems. Levels of care
- 5.2.** Economics in the field of health. Health planning and economic analysis

Unit 6: Epidemiology and prevention of chronic diseases with high prevalence

- 6.1.** Concept of chronic disease and epidemiological transition.
- 6.2.** Modifiable risk factors: tobacco and alcohol
- 6.3.** Modifiable risk factors: Diet, sedentary lifestyle, obesity and dyslipidemia
- 6.4.** Diabetes: Epidemiology and prevention
- 6.5.** Epidemiology and prevention of cardiovascular diseases
- 6.6.** Cancer epidemiology and prevention
- 6.7.** Epidemiology and prevention of chronic respiratory diseases
- 6.8.** Epidemiology and prevention of diseases of the musculoskeletal system
- 6.9.** Epidemiology and prevention of neurodegenerative diseases
- 6.10.** Epidemiology and prevention of mental health problems

Unit 7: Epidemiology and Prevention of Communicable Diseases

- 7.1.** Concept of communicable disease. Epidemiological chain. Epidemiological surveillance
- 7.2.** General hygiene measures: standard and specific precautions
- 7.3.** Epidemiology and prevention of airborne diseases



- 7.4. Epidemiology and prevention of waterborne and foodborne diseases
- 7.5. Epidemiology and prevention of vector-borne diseases
- 7.6. Epidemiology and prevention of sexually transmitted diseases (STIs)
- 7.7. Epidemiology and prevention of HIV infection and viral hepatitis (B and C)
- 7.8. Epidemiology and prevention of healthcare-associated diseases
- 7.9. Active and passive immunization

ETHICS AND PROFESSIONAL DEONTOLOGY

Unit 1. The foundations of ethics: values and principles that should guide the decisions of the health professional

- 1.1. Morality and ethics. Concept of bioethics: background
- 1.2. Principlist Bioethics: Autonomy, Beneficence, Non-maleficence and Justice

Unit 2: Ethics of the relationship between the health professional and the patient (professional deontology)

- 2.1. Models of the healthcare professional-patient relationship
- 2.2. Professional secrecy and its exceptions
- 2.3. Informed consent in health care and its exceptions. Application in special populations (minors, terminally ill patients)
- 2.4. Healthcare ethics committees

Unit 3: Bioethics in the different fields of clinical research and technological advances in diagnosis and treatment today

- 3.1. Bioethics in clinical research: historical background. Medical Research Ethics Committees
- 3.2. Bioethics applied to technological advances
- 3.3. Ethics and pseudosciences

5. TEACHING-LEARNING METHODOLOGIES

The following are the types of teaching-learning methodologies that will be applied:

- Self-instruction
- Masterclass
- Case Analysis
- Seminars
- Problems

6. TRAINING ACTIVITIES

The types of training activities that will be carried out and the student's dedication in hours to each of them are identified below:

Training Activity	Number of hours
Self-instruction	50
Masterclass	40
Case Study Analysis	25
Seminars	15
Troubleshooting	10
Tutorials	10
TOTAL	150 h

7. EVALUATION

The evaluation systems are listed below, as well as their weight on the total grade of the subject:

Evaluation system	Weight
Objective Knowledge Tests	70%
Learning Folder	15%
Case/Problem	15%

On the virtual campus, when you access the subject, you will be able to consult in detail the evaluation activities you must carry out, as well as the delivery dates and evaluation procedures for each of them.

7.1. Ordinary call

To pass the subject in the ordinary call, you must attend at least 50% of the classes and obtain a grade greater

than or equal to 5.0 out of 10.0 in the final grade (weighted average) of the two parts of the subject.

To approve each of the parts you must:

Public Health:

- Obtain at least a 5 out of 10 as the average grade of the activities carried out (see "Other evaluation considerations"). Activity grades can be offset against each other; FAILURE to submit an activity before the deadline will result in a 0 in that activity.
- Obtain at least a 5 out of 10 in the average of the two objective tests that are carried out during the course, each of them accounting for 50% of the final grade of the theoretical part.

The theoretical and practical part are evaluated separately and grades cannot be compensated; the grade of the Public Health part will be the weighted average of the theoretical (70%) and practical (30%) part. It is necessary to obtain a grade greater than or equal to 5.0 in each of the two parts in order to make the weighted average of both grades.

Ethics and Professional Deontology:

- Pass the objective test with at least 5 out of 10
- Pass the activity with at least a grade of 3 out of 10 (*Ethics and Professional Deontology Case Study*)
- Exceed with a 5 out of 10 the weighted average of the theoretical (70%) and practical (30%) part of Professional Ethics and Deontology

The two parts of the subject are assessed separately and grades cannot be compensated; the Public Health grade represents 70% and the Professional Ethics and Deontology grade 30% of the final grade of the subject. It is necessary to obtain a grade greater than or equal to 5.0 in each of the two parts in order to make the weighted average of both grades.

The note(s) of the party(s) (Public Health/Ethics and Professional Deontology; Practical activities / Theoretical grade) that have been passed in the ordinary call will be saved for the Extraordinary call (with the exception of the marks of the Public Health midterm exams: if a 5 out of 10 has not been achieved in the average of both, the grade of the approved partial exam is not saved and the entire syllabus is pending approval in the extraordinary call).

7.2. Extraordinary call

To pass the subject in extraordinary call you must:

- Carry out the Public Health activities not passed in the ordinary call (only if the average mark of all the activities carried out did not reach 5 out of 10 in that call) and achieve a mark that, in the weighted average of activities (considering the saved grades), manages to reach a 5 out of 10.
- Carry out the activity of Ethics and Professional Deontology (if the mark was less than 3 out of 10 in the ordinary call) and obtain at least a 3 out of 10 in the extraordinary call
- Pass the Public Health exam with at least 5 out of 10 (if it was not passed in the ordinary call)
- Pass the Ethics and Professional Deontology exam with at least a 5 out of 10 (if it was not passed in the ordinary call)
- Exceed with a 5 out of 10 the weighted average of the theoretical (70%) and practical (30%) part of Professional Ethics and Deontology

The two parts of the subject are assessed separately and grades cannot be compensated; the Public Health grade represents 70% and the Professional Ethics and Deontology grade 30% of the final grade of the subject.

To pass the subject, it is necessary to obtain a grade greater than or equal to 5.0 in each of the two parts so that the weighted average of both grades can be made.

Other Evaluation Considerations

Students must submit/complete the activities before the deadline established in each activity. Once the deadline for submission/completion has expired, the activity will no longer be available on campus, so the student will no longer be able to carry it out and will be assigned a 0 as a grade in that activity.

In the case of a group activity, the submission of the activity carried out individually by a student will not be considered valid and a 0 will be assigned as a grade in that activity.

8. SCHEDULE

This section indicates the schedule with delivery dates of assessable activities of the subject:

Assessable activities	Date
Activity 1. Reading and analyzing a scientific article	Week 3-4
Activity 2. Case analysis and prevention campaign design on the assigned topic	Week 5-7
Activity 3. First objective test	Week 9-10
Activity 4. Clinical case colonized patient	Week 12-13
Activity 5. Second objective test	Week 14-15
Activity 6. Ethics and professional deontology case study	Week 16
Activity 7. Objective test of ethics and professional deontology	Week 18

This schedule may be modified for logistical reasons of the activities. Any modification will be notified to the student in a timely manner.

9. BIBLIOGRAPHY

The recommended bibliography is indicated below:

A. Public Health BIBLIOGRAPHY:



- HERNÁNDEZ AGUADO, Manual of epidemiology and public health: for the degree in health sciences, 2013. ISBN 9788498353587
 - G. PIEDROLA GIL, Preventive Medicine and Public Health, 2008. ISBN 9788445819135
 - FRIAS OSUNA, Public Health and Health Education, 2006. ISBN 8445810030
 - SEMFYC, Manual of prevention in primary care: programme of preventive activities and health promotion (PAPPS), 2003, ISBN 84890045356
 - J. ARGIMON PALLÁS, Methods of clinical and epidemiological research, 2013. ISBN 9788480869416
 - S.B. HULLEY, Designing Clinical Research, 2007. ISBN 9780781782104
 - W. M. MARKLE, Understanding Global Health, 2013. ISBN 9780071791007
- TEXTS & MANUALS
- TRAINING OF MEDIATORS TO SUPPORT PEOPLE WITH HIV. M^a. José FUSTER RUIZ DE APODACA, Ana LAGUÍA GONZÁLEZ, Fernando MOLERO ALONSO. Editorial UNED – December 2017. ISBN - PDF: 9788436272369. <http://e-uned.es/product/product.php?prdtID=739>
- MONOGRAPHS
- VACCINE BY VACCINE. ONLINE VACCINE INFORMATION MANUAL. Maria José Álvarez Pasquí, Susana Martín Martín, César Velasco Muñoz. 2nd edition. Amazing books SL - July 2017, Zaragoza. ISBN: 978-84-947025-6-3

ONLINE RESOURCES

- NATIONAL INSTITUTE OF STATISTICS: www.ine.es
- EUROPEAN CENTRE FOR DISEASE PREVENTION AND CONTROL (eCDC): <https://ecdc.europa.eu/>
- INSTITUTO DE SALUD CARLOS III: <http://www.isciii.es/ISCIII/es/general/index.shtml>
- POPULATION INFORMATION SYSTEMS ON HIV (CARLOS III HEALTH INSTITUTE): <http://www.isciii.es/ISCIII/es/contenidos/fd-servicios-cientifico-tecnicos/fd-vigilancias-alertas/fd-enfermedades/fd-sida/sistemas-de-informacion-poblacionales-sobre-vih.shtml>
- MICROBIOLOGICAL INFORMATION SYSTEMS (CARLOS III HEALTH INSTITUTE): <http://www.isciii.es/ISCIII/es/contenidos/fd-servicios-cientifico-tecnicos/fd-vigilancias-alertas/sistema-informacion-microbiologica.shtml>
- SPANISH SOCIETY OF INFECTIOUS DISEASES AND CLINICAL MICROBIOLOGY: <https://seimc.org/>
- AIDS STUDY GROUP: <http://gesida-seimc.org/>
- SPANISH ASSOCIATION AGAINST CANCER: <https://www.aecc.es/es>

OTHER ONLINE RESOURCES:

- HIV Treatment Task Force (gTt-HIV): <http://www.gtt-vih.org/>
- AIDS Research Network (RIS) <https://www.redris.es/>

B. BIBLIOGRAPHY of Ethics:

- X. ETXEBERRÍA, Temas Básicos de Ética, 2002. ISBN: 8433016679
- HORTAL ALONSO, General Ethics of the Professions, 2002. ISBN 8433017187
- O. RIBERO SRRANO, Ethics in the Practice of Medicine, 2006. ISBN 9687988711
- J. VIELVA ASEJO, Professional Nursing Ethics, 2007. ISBN 9788433016683
- J. SUGARMAN, Methods in medical ethics, 2010. ISBN 9781589017016
- W. M. MARKLE, Understanding Global Health, 2013. ISBN 9780071791007
- G. HAWLEY, Ethics in clinical practice An Interprofessional approach, 2007. ISBN 9780132018272
- EIDON. Spanish Journal of Bioethics. Available in: <http://revistaeidon.es/index.php/revistaeidon>

10. EDUCATIONAL GUIDANCE AND DIVERSITY UNIT

From the Educational Guidance and Diversity Unit (ODI) we offer support to our students throughout their university life to help them achieve their academic achievements. Other pillars of our action are the inclusion of students with specific educational support needs, universal accessibility on the different campuses of the university and equal opportunities.

This Unit offers students:

1. Accompaniment and follow-up through the realization of personalized counseling and plans for students who need to improve their academic performance.
2. In terms of attention to diversity, non-significant curricular adjustments are made, that is, at the level of methodology and evaluation, in those students with specific educational support needs, thus pursuing equality of opportunities for all students.
3. We offer students different extracurricular training resources to develop various skills that will enrich them in their personal and professional development.
4. Vocational guidance through the provision of tools and advice to students with vocational doubts or who believe that they have made a mistake in the choice of degree.

Students who need educational support can write to us at:

orientacioneducativa@universidadeuropea.es

11. SATISFACTION SURVEYS

Your opinion matters!

The European University encourages you to participate in satisfaction surveys to detect strengths and areas for improvement in the teaching staff, the degree and the teaching-learning process.

The surveys will be available in the survey space of your virtual campus or through your email.

Your assessment is necessary to improve the quality of the degree.

Thank you very much for your participation.