1. BASIC DATA

<table>
<thead>
<tr>
<th>Subject</th>
<th>Public Health, Ethics and Professional Deontology</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree</td>
<td>Physiotherapy</td>
</tr>
<tr>
<td>School/Faculty</td>
<td>Physical Activity and Sports Sciences and Physiotherapy</td>
</tr>
<tr>
<td>Course</td>
<td>First</td>
</tr>
<tr>
<td>ECTS</td>
<td>6 ECTS (150 hours): 4 ECTS (100 hours) of Public Health + 2 ECTS (50 hours) of Professional Ethics and Deontology</td>
</tr>
<tr>
<td>Character</td>
<td>Basic</td>
</tr>
<tr>
<td>Language/s</td>
<td>Spanish, French, English</td>
</tr>
<tr>
<td></td>
<td>English</td>
</tr>
<tr>
<td>Modality</td>
<td>Face-to-face modality</td>
</tr>
<tr>
<td>Semester</td>
<td>First semester</td>
</tr>
<tr>
<td>Academic year</td>
<td>2022-2023</td>
</tr>
<tr>
<td>Coordinating teacher</td>
<td>María José Giménez Mestre</td>
</tr>
<tr>
<td>Teacher</td>
<td>Guillermo Ceniza Bordallo</td>
</tr>
</tbody>
</table>

2. PRESENTATION

Public Health, Ethics and Professional Deontology is a subject that its forms by two parts: a first part, Public Health, whose general objective is that the student deepens in the meaning of Public Health for the health professional and in the scientific method used by the Epidemiology for the study of health problems; and a second part, Ethics and Professional Deontology, which offers the student a reflexive and critical ethics with knowledge and professional activity.

The Public Health part represents 70% of the total time of the subject. Considering the training profile that the student is expected to achieve, he or she 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 health public health, disease prevention and health promotion and health education. All training focuses on the development of the skills of a health agent and their involvement in preventive activities. While it helps the student to acquire the theoretical knowledge and skills necessary to collaborate with the services
dedicated to health promotion and disease prevention, it makes them aware of 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 evaluated separately and the notes cannot be compensated; the Public Health grade represents 70% and the Ethics and Professional Deontology grade 30% of the final grade for the subject.

3. SKILLS AND LEARNING OUTCOMES

Basic skills:

- CB1: Students have demonstrated possession and understanding of knowledge in an area of study that is based on 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: That students know how to apply their knowledge to their work or vocation in a professional manner and possess the skills that are usually demonstrated through the development and defense of arguments and problem solving within their area of study.
- CB3: That students have the ability to gather and interpret relevant data (normally within their area of study) to make judgments that include a reflection on relevant issues of a social, scientific or ethical nature.
- CB4: That students can transmit information, ideas, problems and solutions to both a specialized and non-specialized public.
- CB5: That students have developed those learning skills necessary to undertake further studies with a high degree of autonomy.

Transversal skills:

- CT3: Organization and planning capacity.
- CT5: Oral and written communication in the native language.
- CT9: Ethical commitment.
- CT10: Teamwork.
- CT17: Adaptation to new situations.
- CT23: Sensitivity towards environmental issues
Specific skills:

- CE86: Analyze the determinants of health in different population groups: socioeconomic and environmental determinants, lifestyles...
- CE87: Know the organization of the Health System and the impact of socio-health policies on professional practice.
- CE88: Appreciate the importance of being a health agent and collaborating with services dedicated to health development.
- CE89: Recognize 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 of 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 formulate questions and explore the problems that arise from the practice related to Health Sciences

The table below shows the relationship between the skills developed in the subject and the learning outcomes pursued:

<table>
<thead>
<tr>
<th>Skills</th>
<th>Learning outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>CB1, CT5, CE86, CE88, CE89</td>
<td>- RA1: Understanding of fundamental concepts related to Public Health</td>
</tr>
<tr>
<td>CB2, CB3, CB4, CT5, CT9, CT17, CT23, CE90, CE91</td>
<td>- RA2: Understanding of the basic aspects of Bioethics</td>
</tr>
<tr>
<td>CB2, CB3, CB4, CT3, CT5, CT10, CE89, CE90</td>
<td>- RA3: Ability to work cooperatively with others, identifying with a common project and committing to the established objectives</td>
</tr>
<tr>
<td>CB3, CB4, CT3, CT9, CT17, CT23, CE88, CE89</td>
<td>- RA4: Ability to formulate questions and explore the problems that arise from the practice related to Health Sciences</td>
</tr>
</tbody>
</table>
The Public Health subject is organized into seven learning units and the Ethics and Professional Ethics subject into three learning units. Each learning unit is, in turn, divided into topics:

**PUBLIC HEALTH**

**Unit 1: Concept of Health and Public Health.**
1.2. Health Determinants
1.3. Health indicators: types. Use of digital resources as a data source.

**Unit 2: Basic concepts in Demography and its application to Public Health**
2.1. Demography and demographic indicators. Application of Demography to identify the needs of the population

**Unit 3: Basic concepts in Epidemiology and its application to Public Health**
3.2. The epidemiological method: Generation and interpretation of scientific evidence. Causality 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
4.3. Health education and therapeutic education

**Unit 5: Organization of health services. Health economics. Performance of health systems**
5.1. Systems of health. Organization of health care systems. Care levels
5.2. social protection
5.3. Health care and prevention in the different target populations
5.4. The economy in the field of health. Health planning and economic análisis
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

7.2. General hygiene measures: standard and specific precautions
7.3. Epidemiology and prevention of airborne diseases
7.4. Epidemiology and prevention of diseases transmitted by water and food
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 diseases associated with health care
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. Morals and ethics. Concept of bioethics: background
1.2. Principialist Bioethics: Autonomy, Beneficence, Non-maleficence and Justice

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

2.1. Healthcare professional-patient relationship models

2.2. Professional secrecy and its exceptions

23. Informed consent in health care and its exceptions. Application in special populations (minor, terminal patient)

2.4. Ethics committees for healthcare

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

3.2. Medical Research Ethics Committees

3.3. Bioethics applied to technological advances

3.4. Ethics and pseudosciences

5. TEACHING-LEARNING METHODOLOGIES

The types of teaching-learning methodologies that will be applied are indicated below:

• Self learning
• Master class
• Case analysis
• Seminars
• Issues

6. TRAINING ACTIVITIES

Next, the types of training activities that will be carried out and the dedication in hours of the student to each of them are identified:
### Training Activity

<table>
<thead>
<tr>
<th>Training Activity</th>
<th>Number of hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Self learning</td>
<td>62</td>
</tr>
<tr>
<td>• Master class</td>
<td>28.5</td>
</tr>
<tr>
<td>• Case analysis</td>
<td>25</td>
</tr>
<tr>
<td>• Seminars</td>
<td>25</td>
</tr>
<tr>
<td>• Issues</td>
<td>9.5</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>150</strong></td>
</tr>
</tbody>
</table>

### 7. EVALUACIÓN

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

<table>
<thead>
<tr>
<th>Evaluation system</th>
<th>Percentaje</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective tests of knowledge</td>
<td>70%</td>
</tr>
<tr>
<td>learning folder</td>
<td>15%</td>
</tr>
<tr>
<td>Case/Problem</td>
<td>15%</td>
</tr>
</tbody>
</table>

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

#### 7.1. Ordinary call

To pass the subject in 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 pass each of the parts you must:

- **Public health:**
  - Obtain at least 5 out of 10 as the average mark of the activities carried out (See “Other evaluations considerations”). Activity notes can offset each other; the NO delivery of an activity will suppose a 0 in that activity.
- Obtain at least 5 out of 10 on the average of the two objective tests that are carried out during the course, each of them accounting for 50% of the final grade.

**Professional Ethics and Deontology:**
- Pass the objective test with at least 5 out of 10
- Pass the activity with at least a mark of 3 out of 10 (Case of Professional Ethics and Deontology)
- Pass the weighted average of the theoretical (70%) and practical (30%) parts of Professional Ethics and Deontology with a 5 out of 10.

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

The note(s) of the part(s) (Public Health / Ethics and Professional Ethics; Practical Activities / Theoretical Note) that have been passed in the ordinary call will be saved for the Extraordinary call.

### 7.2. extraordinary call

To pass the subject in extraordinary call you must:

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

The two parts of the subject are evaluated separately and the notes cannot be compensated; the Public Health grade represents 70% and the Ethics and Professional Deontology grade 30% of the final grade for 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 deliver/do the activities before the deadline established in each activity. Once the deadline for delivery/completion has expired, the activity will no longer be available on campus, so the student will no longer be able to do it in the ordinary call.

- In ordinary call, for the analysis in the class of clinical cases of non-communicable diseases, students will be proposed to carry out a voluntary work consisting of the preparation of a clinical case, in a group (maximum 6 students/group), following the teacher's directions. They must upload it to the virtual campus and the grade can be used to increase the final grade of Public Health activities (weighted average of the mandatory activities detailed in this guide considering the weight specified for each of them) according to the following criteria:
  
  If the mark in the clinical case is between 5 and 7.4: + 0.25 points in the final mark of Public Health activities
  
  If the mark in the clinical case is between 7.5 and 10: +0.5 points in the final mark of Public Health activities
  
  To apply this improvement to the final grade for Public Health activities, it will not be essential that the grade before adding these points is 5 or more.

8. SCHEDULE

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

<table>
<thead>
<tr>
<th>Assessable activities</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activity 1. Design prevention campaign on chosen topic</td>
<td>Week 3-4</td>
</tr>
<tr>
<td>Activity 2. Reading and analysis of a scientific article</td>
<td>Week 7-8</td>
</tr>
<tr>
<td>Activity 3. First objective test</td>
<td>Week 9-10</td>
</tr>
<tr>
<td>Activity 4. Colonized patient clinical case</td>
<td>Week 11-12</td>
</tr>
<tr>
<td>Activity 5. Second objective test</td>
<td>Week 13-14</td>
</tr>
<tr>
<td>Activity 6. Practical case of professional ethics and deontology</td>
<td>Week 15-16</td>
</tr>
<tr>
<td>Activity 7. Objective test of professional ethics and deontology</td>
<td>Week 17-18</td>
</tr>
</tbody>
</table>
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**

Here is the recommended bibliography:

**A. BIBLIOGRAPHY of Public Health:**
- J. ARGIMON PALLÁS, Métodos de investigación clínica y epidemiológica, 2013. ISBN 9788480869416

**TEXTOS y MANUALES**

**MONOGRAFÍAS**

**ONLINE RESOURCES**
- CENTRO EUROPEO PARA LA PREVENCIÓN Y CONTROL DE ENFERMEDADES (eCDC): https://ecdc.europa.eu/
- INSTITUTO NACIONAL DE ESTADISTICA: www.ine.es
- SOCIEDAD ESPAÑOLA DE INFECCIOSAS Y MICROBIOLOGIA CLINICA: https://seimc.org/
- GRUPO DE ESTUDIO DE SIDA: http://gesida-seimc.org/
- ASOCIACION ESPAÑOLA CONTRA EL CANCER: https://www.aecc.es/es

**OTHER ONLINE RESOURCES:**
- Grupo de trabajo sobre tratamientos del VIH (gTt-VIH): http://www.gtt-vih.org/
- Red de Investigación en SIDA (RIS) https://www.redris.es/
B. BIBLIOGRAPHY of Ethics

10. UNIT ATTENTION TO DIVERSITY

Students with specific educational support needs:

Curricular adaptations or adjustments for students with specific educational support needs, in order to guarantee equal opportunities, will be established by the Diversity Attention Unit (UAD).

The issuance of a report on curricular adaptations/adjustments by said Unit will be an essential requirement, so students with specific needs for educational support should contact us through: Unidad.diversidad@universidadeuropea.es at the beginning of each semester.
11. SATISFACTION SURVEYS

Your opinion matters!

Universidad Europea encourages you to participate in satisfaction surveys to detect strong points and areas for improvement regarding 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.