



Information about the subject

Degree: Bachelor of Science Degree in Physiotherapy

Faculty: Faculty of Medicine and Health Sciences

Code: 240407 **Name:** Social Morality. Ethics

Credits: 6,00 **ECTS Year:** 4 **Semester:** 1

Module: MODULE 2: SPECIFIC

Subject Matter: Legislation, Public Health and Health Administration **Type:** Compulsory

Field of knowledge: Health Sciences

Department: Faculty of Physiotherapy and Podiatry

Type of learning: Classroom-based learning

Languages in which it is taught: Spanish

Lecturer/-s:



Module organization

MODULE 2: SPECIFIC

| Subject Matter | ECTS | Subject | ECTS | Year/semester |
|--|-------|--|------|---------------|
| Fundamentals of Physical Therapy | 6,00 | Fundamentals of Physiotherapy | 6,00 | 1/1 |
| Assessment in Physiotherapy | 6,00 | Assessment in Physiotherapy | 6,00 | 1/2 |
| General Procedures for Intervention in Physiotherapy | 12,00 | General Procedures of Intervention I | 6,00 | 2/1 |
| | | General Procedures of Intervention II | 6,00 | 2/2 |
| Physiotherapy in clinical specialties | 6,00 | Medical-Surgical Conditions and their Treatments | 6,00 | 2/2 |
| Specific Methods of Intervention in Physical Therapy | 30,00 | Cardiocirculatory and Respiratory Physiotherapy | 6,00 | 3/1 |
| | | Physiotherapy of the Locomotive System I | 6,00 | 2/2 |
| | | Physiotherapy of the Locomotive system II | 6,00 | 3/1 |
| | | Physiotherapy of the Nervous System | 6,00 | 2/2 |
| | | Sports Physiotherapy | 6,00 | 3/1 |
| Kinesitherapy | 6,00 | Kinesitherapy | 6,00 | 2/1 |
| Legislation, Public Health and Health Administration | 12,00 | Community Physiotherapy and Public Health | 6,00 | 3/1 |



Legislation, Public
Health and Health
Administration

Social Morality. Ethics

6,00

4/1

Recommended knowledge

None established



Learning outcomes

At the end of the course, the student must be able to prove that he/she has acquired the following learning outcomes:

- R1 The student is able to identify the specific elements of Catholic social morality as opposed to other moral proposals.
- R2 Knows how to analyze a specialized text and relate it to the thematic nuclei of Social Morality and Deontology.
- R3 Manages the basic doctrinal and documentary sources in accordance with the methodology of Social Morality and Deontology.
- R4 The student knows how to solve practical cases of morality in accordance with the social moral teaching and Deontology.
- R5 Knows how to dialogue with other moral and deontological proposals.
- R6 Reads, understands and analyzes the texts of encyclicals with social content.
- R7 Knows the ethical principles that should support the actions of a health professional.
- R8 Identifies the fundamental keys on which the inviolable value of human life is based.
- R9 Understands the clinical act as a human relationship with the patient and its ethical dimension.
- R10 Knows the current threats to human life and assesses the criteria for an argued defense of it.
- R11 Knows and applies from an ethical point of view the relationships with the environment of the physiotherapist.
- R12 Understands the importance of professional practice from a human perspective.
- R13 The student attends and actively participates in the different activities proposed in the course.



Competencies

Depending on the learning outcomes, the competencies to which the subject contributes are (please score from 1 to 4, being 4 the highest score):

| BASIC | | Weighting | | | |
|----------|--|-----------|---|---|---|
| | | 1 | 2 | 3 | 4 |
| CB1 | Students demonstrate knowledge and understanding in an area of study that is at the core of general secondary education, and is often at a level that, while supported by advanced textbooks, also includes some aspects that involve knowledge from the cutting edge of their field of study. | X | | | |
| CB2 | Students know how to apply their knowledge to their work or vocation in a professional way and possess the skills usually demonstrated by developing and defending arguments and solving problems within their area of study. | | X | | |
| CB3 | Students have the ability to gather and interpret relevant data (usually within their area of study) to make judgments that include reflection on relevant social, scientific or ethical issues. | | | | X |
| CB4 | Students can convey information, ideas, problems and solutions to both specialized and non-specialized audiences. | X | | | |
| CB5 | Students develop those learning skills necessary to undertake further studies with a high degree of autonomy. | X | | | |
| SPECIFIC | | Weighting | | | |
| | | 1 | 2 | 3 | 4 |
| CE2 | Students identify the physiological and structural changes that can occur as a result of the application of physiotherapy. | X | | | |
| CE3 | Students identify the factors that influence human growth and development throughout life. | X | | | |
| CE9 | Students assimilate theories of communication and interpersonal skills. | X | | | |
| CE10 | Learning theories to be applied in health education and in your own lifelong learning process | X | | | |



| | | | | | |
|------|---|---|---|--|---|
| CE11 | Students identify the factors involved in teamwork and leadership situations. | | | | X |
| CE16 | Physiotherapeutic Procedures based on specific Methods and Techniques of physiotherapeutic actions to be applied in the different pathologies of all the apparatuses and systems, and in all the specialties of Medicine and Surgery, as well as in the promotion and conservation of the health, and in the prevention of the disease. | X | | | |
| CE19 | Students comprehend the processes of health administration and management, especially of physical therapy services, in the diverse and changing context in which it operates. | | X | | |
| CE21 | Students give proof of the criteria and indicators that guarantee the quality in the provision of the physiotherapy service, through the use of good clinical practice guidelines and professional standards. | | | | X |
| CE22 | Students evidence the fundamental concepts of health, health systems and levels of care. Epidemiology. Physiotherapy in the health-disease process. | X | | | |
| CE23 | Students comprehend the impact of socio-health policies on professional practice | | X | | |
| CE24 | Students identify factors involved in the problems of social inequality and the health needs of different social groups. | | | | X |
| CE26 | Students know the profession's deontological codes. | | | | X |
| CE27 | Students know the legal rules of the professional field. | | | | X |
| CE29 | Students assess the functional state of the patient/user, considering the physical, psychological and social aspects. | X | | | |
| CE31 | Students know how to design the Physiotherapy Intervention Plan. To elaborate a specific Physiotherapy Intervention Plan using problem-solving skills and clinical reasoning: in line with the available resources; formulating the intervention objectives with the user and, if appropriate, with the significant people in his environment, collecting his expectations regarding care; selecting the protocols or procedures most appropriate to the planned care, attending to criteria of appropriateness, validity and efficiency. | X | | | |



| | | | | |
|------|--|---|--|---|
| CE32 | Students execute, direct and coordinate the Physiotherapy Intervention Plan, attending to the principle of the user's individuality and using the therapeutic tools typical of Physiotherapy, that is, the set of methods, procedures, actions and techniques that through the application of physical means: cure, recover, enable, rehabilitate, adapt and readapt people with deficiencies, functional limitations, disabilities and handicaps; prevent diseases and promote health to people who want to maintain an optimum level of health. | X | | |
| CE36 | Students participate in the areas of health promotion and disease prevention. This includes, among others: identifying the social and economic factors that influence health and health care; designing and carrying out disease prevention and health promotion activities; advising on the development and implementation of care and education policies in the field of physiotherapy; identifying risks and risk factors; assessing and selecting users who can benefit from preventive measures; providing health education to the population in the various fields. | X | | |
| CE37 | Students relate effectively with the whole multidisciplinary team. This includes: establishing the objectives of Physiotherapy within the team; collecting, listening and assessing the reflections of the rest of the multidisciplinary team towards their actions; accepting and respecting the diversity of criteria of the rest of the team members; recognizing the competences, skills and knowledge of the rest of the health professionals. | X | | |
| CE38 | Students incorporate the ethical and legal principles of the profession into the professional culture. This implies: respecting the rights of the patient/user and the relatives; identifying possible violations of these rights and taking appropriate measures to preserve them; identifying ethical problems in daily practice and applying reasoning and critical judgment in their resolution; participating in health care ethics committees and clinical research ethics committees; adjusting professional practice to the deontological conditions and legal regulations of professional practice; guaranteeing the confidentiality of user and professional data. | | | X |



CE39 Students incorporate scientific research and evidence-based practice as a professional culture This includes: Establishing lines of research in the field of the competences of the profession and disseminating them in the research group; participating in the research group of the environment; disseminating the research work and its conclusions in the scientific and professional community; establishing physiotherapy care protocols based on practice by scientific evidence; promoting all those professional activities that involve the dynamization of research in physiotherapy

X

CE47 Students maintain an attitude of learning and improvement. This includes expressing interest and acting in a constant search for information and professional improvement, committing to contribute to professional development in order to improve practice competence and maintain the status that corresponds to a qualified and regulated profession.

X

CE48 Students manifest a high degree of self-concept, with optimal self-acceptance, without self-centeredness but without prejudices.

X

CE49 Students conform to the limits of their professional competence in health care.

X

CE51 Show respect, appreciation and sensitivity to the work of others.

X

TRANSVERSAL

Weighting

1 2 3 4

CT1 Decision-making

X

CT2 Problem solving.

X

CT3 Capacity for organization and planning.

X

CT4 Analysis and synthesis capacity.

X

CT5 Oral and written communication in the native language.

X

CT6 Information management capacity.

X

CT7 Computer skills related to the field of study.

X



| | | | | |
|------|---|---|---|---|
| CT8 | Knowledge of a foreign language. | x | | |
| CT9 | Ethical commitment. | | | x |
| CT10 | Teamwork. | | x | |
| CT11 | Interpersonal relationship skills. | | x | |
| CT12 | Work in an interdisciplinary team | | x | |
| CT13 | Critical Reasoning | | | x |
| CT14 | Work in an international context. | | x | |
| CT15 | Recognition of diversity and multiculturalism | | | x |
| CT16 | Motivation for quality | | | x |
| CT17 | Adaptation to new situations. | | x | |
| CT18 | Creativity | | | x |
| CT19 | Autonomous learning | | | x |
| CT20 | Initiative and entrepreneurship | | x | |
| CT21 | Leadership. | | | x |
| CT22 | Knowledge of other cultures and customs | | | x |
| CT23 | Sensitivity to environmental issues. | | | x |



Assessment system for the acquisition of competencies and grading system

| Assessed learning outcomes | Granted percentage | Assessment method |
|---|--------------------|--|
| R1, R2, R4, R5, R7, R8, R9, R10, R11, R12 | 30,00% | OPEN QUESTIONS: Written exam in which theoretical knowledge and the student's ability to relate, integrate and express it coherently in written language are evaluated. It allows the following generic or transversal skills to be assessed: 4 Capacity for analysis and synthesis. 3 Capacity for organisation and planning. 5 Oral and written communication in the native language. 8 Knowledge of a foreign language. 2 Problem-solving 19 Autonomous learning. |
| R1, R3, R4, R7, R8, R9, R10, R11 | 20,00% | TEST TYPE: Multiple choice test with one correct answer out of five possible ones. It allows the student to know in greater detail the contents acquired by him/her. It allows the following generic or transversal competences to be assessed: 2 Problem solving 1 Decision making 13 Critical thinking |
| R1, R2, R3, R4, R5, R6, R7, R8, R9, R10, R11, R12 | 30,00% | PRACTICES: Oral test in which the student is asked to solve practical exercises, clinical cases or problems about the knowledge of the different subjects. It assesses the following generic or transversal competences: 4 Analysis and synthesis capacity. 3 Capacity for organisation and planning. 7 IT Knowledge. 6 Information management skills. 2 Problem-solving 1 Decision-making. 13 Critical thinking. 19 Self-directed learning. |



| | | |
|---|--------|---|
| R7, R9, R11, R12 | 20,00% | WORKS: The student, individually or in a group, elaborates a revision or research topic and presents it, in writing, for the evaluation by the teacher. The following generic or transversal competences are valued: 4 Capacity for analysis and synthesis. 3 Capacity for organisation and planning. 7 Computer skills. 6 Information management skills. 10 Teamwork. 14 Working in an international context. 11 Interpersonal skills. 13 Critical thinking. 19 Autonomous learning. 18 Creativity. 21 Leadership. 20 Initiative and entrepreneurship. 16 Motivation for Quality. 70 Maintaining an attitude of learning and improvement. 72 Knowing one's own skills and limitations. |
| | 0,00% | PRACTICAL EXAM: The student is faced with a test in which s/he must demonstrate through practical application the acquisition of certain knowledge. For example, histological or anatomopathological diagnosis, image interpretation or diagnostic tests. This test evaluates the following generic or transversal skills: 13 Critical reasoning. 19 Autonomous learning. |
| R7, R9, R11, R12 | 0,00% | PRESENTATION: The student develops, through an oral presentation, supported or not by audiovisual means, a subject or work commissioned by the teacher. This is the method of evaluation of the Final Degree's Project. At the end of the presentation, the teacher or the audience can ask questions. |
| R1, R2, R3, R4, R5, R6, R7, R8, R9, R10, R11, R12 | 0,00% | ATTENDANCE AND PARTICIPATION IN CLASS: The teacher evaluates the participation, involvement and progression of the student's acquisition of knowledge and skills during the theoretical and practical classes. It will not exceed 5% of the final grade. |

Observations

The written task will consist of:

- Multiple choice questions with 5 answers and one valid option. Each wrong answer will be taken from the grade according to the formula: $A - (E/n - 1)$. A= hit, E= error, n= number of alternatives.

Maximum: 4 points.

- Development questions. Maximum: 2 points



Practice consists on exercise, tasks, cases, text analysis, etc, that will be carried out throughout the course in the classroom and/or through the web platform, according to the indications.

The work consists on a cooperative work of the Deontological Code. At the beginning of the course the instructions will be given for its realization.

Participation in class will be recorded through the web platform by classroom assistance

It will be mandatory to obtain in each assessment tool a minimum score of 5/10 in order to add the score with the other assessment tools, both in the first and second examination sessions.

Students who fail the written test in first examination session, what means, they have not reached 50% of the task value (3) must take the test in the second examination session, reserving the note of practices, works and class participation. In addition, the grade given to those students who fail the written test will be the grade of the exam over 10. Students will have the opportunity to carry out pending assignments, both the uncompleted and the completed ones that have not reached 50% of their value. Deadline for these tasks must be met and it will be specified in the intranet. It will always be set before the date of the written test of the second examination session.

Students who have passed the written exam in first examination session, what means, they have reached 50% of the task value (3) but have failed the course, will only have to deliver their pending tasks, both the uncompleted and the completed ones that have not reached 50% of their value.

Deadline for these tasks must be met and it will be specified in the intranet. This deadline will always be set before the date of the written test of the second examination session. For these students, it will not be mandatory to take the written test however, they will be allowed to take it if they consider it. In this case, the grade of this second examination session will replace the grade of the first one.

Development of the subject in second and successive enrollments

The student will enroll in a group S that does not have teaching as such. The subject will be included in the semester that is taught in the ordinary group.

The evaluation criteria will be the following: Objective written test: the same as that of first-year students. With a value of 6.

Presentation of 2 individual works that will be proposed by the professor with a maximum value of 2 points each, and which must be delivered on the date indicated by the same and in the manner indicated on the University Platform.

If the student requests the early call, the only evaluation system will be the written test.

Mention of Distinction:

According to article 22 of the Regulatory Regulations for the Evaluation and Grading of UCV Subjects, the mention of "Honor Roll" may be awarded by the professor responsible for the subject to students who have obtained the qualification of "Outstanding". The number of mentions of "Honor Roll" that can be awarded may not exceed five percent of the students included in the same official record, unless it is less than 20, in which case a single "Registration of Honor" may be granted. Honor".(Royal Decree 1125/2003)



MENTION OF DISTINCTION:

According to Article 22 of the Regulations governing the Evaluation and Qualification of UCV Courses, the mention of "Distinction of Honor" may be awarded by the professor responsible for the course to students who have obtained, at least, the qualification of 9 over 10 ("Sobresaliente"). The number of "Distinction of Honor" mentions that may be awarded may not exceed five percent of the number of students included in the same official record, unless this number is lower than 20, in which case only one "Distinction of Honor" may be awarded.

Learning activities

The following methodologies will be used so that the students can achieve the learning outcomes of the subject:

- M1 Master class Problem solving Exposition of contents by the teacher. Explanation of knowledge and skills
- M2 Case resolution: Analysis of sample realities - real or simulated - that allow the student to connect theory with practice, to learn from models of reality or to reflect on the processes used in the cases presented.
- M3 Problem solving and case studies Social action activities
- M4 Personalized attention. Period of instruction and/or guidance by a tutor with the aim of analyzing with the student their work, activities and their evolution in learning the subjects.
- M5 Set of tests carried out to know the degree of acquisition of knowledge and skills of the student.
- M11 Oral presentation
- M14 Group work to search, discuss and filter information about the subjects
- M15 Seminar, supervised monographic sessions with shared participation
- M16 Student's study: Individual preparation of readings, essays, problem solving, seminars.



IN-CLASS LEARNING ACTIVITIES

| | LEARNING OUTCOMES | HOURS | ECTS |
|----------------------------|--|--------------|-------------|
| Theoretical lessons M1 | R1, R5, R7, R8, R9, R10, R11, R12 | 45,00 | 1,80 |
| Practice lessons M2, M3 | R1, R2, R3, R4, R5, R6, R7, R8, R9, R10, R11, R12 | 10,00 | 0,40 |
| Office Hours M4 | R2, R3, R4, R6, R8, R9, R10, R11, R12 | 3,50 | 0,14 |
| Assessment M5, M11 | R1, R2, R3, R4, R5, R6, R7, R8, R9, R10, R11, R12 | 1,50 | 0,06 |
| TOTAL | | 60,00 | 2,40 |

LEARNING ACTIVITIES OF AUTONOMOUS WORK

| | LEARNING OUTCOMES | HOURS | ECTS |
|------------------------|--|--------------|-------------|
| Autonomous work M16 | R1, R2, R3, R4, R5, R6, R7, R8, R9, R10, R11, R12 | 55,00 | 2,20 |
| Group work M11, M14 | R1, R4, R5, R7, R8, R10, R11, R12 | 35,00 | 1,40 |
| TOTAL | | 90,00 | 3,60 |



Description of the contents

Description of the necessary contents to acquire the learning outcomes.

Theoretical contents:

| Content block | Contents |
|---|--|
| DU 1. Introduction to the DSI | <ul style="list-style-type: none">- An integral and supportive humanism.- Church Mission and Social Doctrine |
| DU 2. The human person | <ul style="list-style-type: none">- Personalist principle: The human person Imago Dei- Dimensions of the human person- Human rights- Natural law |
| DU 3. Principles of the DSI and Social Moral Values | <ul style="list-style-type: none">- Subsidiarity, Participation, Solidarity, Universal destination of goods and Common Good- Truth, Freedom, Justice, Charity |
| DU 4. Work and economic life | <ul style="list-style-type: none">- Challenges- The dignity of work and the right to work- Morality and economy- Private initiative and company |
| DU 5. The political community, the international community and the promotion of peace | <ul style="list-style-type: none">- Foundation and purpose of the political community- The democracy system- Rules and organization of the International Community- International development cooperation |
| DU 6. Professional ethics | <ul style="list-style-type: none">- Introduction to ethics- Professions: Features. End. Ethics. Corruption- Principles of health ethics |
| DU 7. Organizational aspects of the profession | <ul style="list-style-type: none">- Professional associations and collegiate organization- Professional Deontology and Code of Ethics |



DU 8. Legislative aspects of the professional field. Rights and duties in the field of health: Study of Law 10/2014, of December 29, on Health of the Valencian Community

- Information
- Informed consent
- Clinic history

DU 9. Professional secret

- Concept
- Professional secret in the health field: Change factors. Object. Types. Exceptions
- Deontological and legislative regulation. Data Protection Act



Temporary organization of learning:

| Block of content | Number of sessions | Hours |
|---|--------------------|-------|
| DU 1. Introduction to the DSI | 2,00 | 4,00 |
| DU 2. The human person | 4,00 | 8,00 |
| DU 3. Principles of the DSI and Social Moral Values | 4,00 | 8,00 |
| DU 4. Work and economic life | 2,00 | 4,00 |
| DU 5. The political community, the international community and the promotion of peace | 4,00 | 8,00 |
| DU 6. Professional ethics | 4,00 | 8,00 |
| DU 7. Organizational aspects of the profession | 3,00 | 6,00 |
| DU 8. Legislative aspects of the professional field. Rights and duties in the field of health: Study of Law 10/2014, of December 29, on Health of the Valencian Community | 4,00 | 8,00 |
| DU 9. Professional secret | 3,00 | 6,00 |



References

SOCIAL MORALS

- Pontifical Council "Justice And Peace", Compendium of the Social Doctrine of the Church. Madrid: BAC- Planeta; 2005.
- Higher Institute of Remote Religious Sciences "San Agustín" Social Doctrine of the Church (Manual of the Higher Institute of Remote Religious Sciences "San Agustín"), "Madrid: 1998.

BIOETHICS

- Aznar, J coord. Nascent human life: 200 questions and answers. Madrid: BAC; 2007.
- Spanish Episcopal Conference. Human life, God's precious gift. Documents about life 1974-2006. Madrid: Edice; 2006.
- Pontifical Council for Pastoral Care for Healthcare Agents: "Letter from Healthcare agents". Madrid: Ediciones Palabra, Libros mc; nineteen ninety five.
- Lucas, Lucas, R. Explain bioethics to me. Madrid: Ed. Word; 2005.
- Texts of the Church's Magisterium on Bioethics. The gift of life. Madrid: BAC; nineteen ninety six.
- Tomás Garrido G.Mª; Manero Richard, E. Dictionary of Bioethics for Students. Alcala la Real. Jaén: Ed. Alcalá Formation; 2008.

STATE REGULATIONS AND REGIONAL NORMS

- CRIMINAL CODE of 1995
- LAW 14/1986, of April 25, General of Health (BOE No. 102, of 04/29/1986).
- LAW 6/1997, of December 4, of Councils and Professional Colleges of the Valencian Community (DOCV No. 3138, of 09/12/1997 and BOE No. 6, of 07/01/1998).
- ORGANIC LAW 15/1999, of December 13, on the Protection of Personal Data (BOE No. 298 of 12/14/1999).
- LAW 41/2002 of November 14, basic regulation of patient autonomy and of rights and obligations regarding information and clinical documentation. (BOE No. 274, of 11/15/2002).
- LAW 10/2014, of December 29, on Health of the Valencian Community

DEONTOLOGICAL REGULATIONS

- Deontological Code of the General Council of Colleges of Physiotherapists of Spain
- Code of Ethics and Deontology of Physiotherapists of the Valencian Community.