



Table 2

3.2. Course description

Basic description		
Course coordinator	Dr. Sc. Nada Gosić, Associate Professor	
Course title	Basics of Medical Ethics and Bioethics	
Study programme	Nursing graduated study	
Course status	elective	
Year	I	
ECTS credits and teaching	ECTS student 's workload coefficient	2,5
	Number of hours (L+E+S)	15+0+10

1. COURSE DESCRIPTION
1.1. <i>Course objectives</i>
<ul style="list-style-type: none"> - Define the basic values in biomedicine and healthcare and inspect their significance in the relationship between physical therapist and patient/client - Adopt knowledge on models of the physical therapist's relationship to patients suffering pain, elderly persons, children and persons with disabilities - Detect problems and situations that affect human health and of which man, due to a modern way of life, becomes aware and notices only when directly confronted with them - Point to the pluralism of cultural patterns and the integrative approach to problems in physical therapy.
1.2. <i>Course enrolment requirements: Passed exam test from subject Ethics in Healthcare</i>
1.3. <i>Expected course learning outcomes</i>
1.3.1. Recognise the type and characteristics of humanistic values that form morale and ethics in physical therapy
1.3.2. Value material and ethical aspects of the physical therapist's relationship to patients
1.3.3. Notice reasons why the modern way of life creates medical problems
1.3.4. Learn to distinguish and compare historical and actual factors within the formation of standpoints on a healthy life
1.3.5. Critically and argumentatively explain personal attitude on health and quality of life on a specific problem
1.4. <i>Course content</i>
Lectures
<ul style="list-style-type: none"> - Values in biomedicine and healthcare - Professional dialogue of physical therapists - Physical therapy and culture - Pain and culture - History of physical therapy - Models of the physical therapist's relationship to patients and clients - Research and responsibility of the scientist - The media and health - Bioethics and the Roma Decade (Decade of Roma Inclusion)
Seminars:
<ul style="list-style-type: none"> - Health in the historical perspective: the Greek civilization, the Roman civilization, the Middle East, the Far East



- Relationship of the physical therapist to the human body and personality
- Relationship of the physical therapist to the patient suffering pain
- Relationship of the physical therapist to the patient in process of rehabilitation
- Relationship of the physical therapist to the child patient
- Relationship of the physical therapist to persons with disabilities (perspectives: medical, psychological, theologian, legal, ethical)
- Relationship of the physical therapist to elderly people
- Relationship of the physical therapist to infirm people
- The physical therapist and problems of osteoporosis: theoretical definition and practical experiences
- The physical therapist and sports activities

1.5. *Teaching methods*

- | | |
|---|---|
| <input checked="" type="checkbox"/> lectures | <input type="checkbox"/> individual assignment |
| <input checked="" type="checkbox"/> seminars and workshops | <input type="checkbox"/> multimedia and network |
| <input type="checkbox"/> exercises | <input type="checkbox"/> laboratories |
| <input type="checkbox"/> long distance education | <input type="checkbox"/> mentorship |
| <input type="checkbox"/> fieldwork | <input type="checkbox"/> other |

1.6. *Comments*

1.7. *Student's obligations*

- Students should attend class regularly; actively and continuously prepare for work in the seminar group; prepare presentations on the given topic, actively participate in discussion after the topic is presented, individually research the assigned topic and write an essay on it.

1.8. *Evaluation of student's work*

Course attendance	0,50	Activity/Participation	0,50	Seminar paper	0,50	Experimental work	
Written exam		Oral exam		Essay	1	Research	
Project		Sustained knowledge check		Report		Practice	
Portfolio							

1.9. *Assessment and evaluation of student's work during classes and on final exam*

Process of assessment

Schedule of credits per activity

In order to take the final exam, students are required to obtain a necessary percentage/number of credits during class. Through all the activities during class, students must collect a minimum of 40 credits or more at the undergraduate study, or 50 credits or more at the graduate study.

Class attendance

According to the Student Assessment Regulation at the Medical Faculty in Rijeka, Article 5, Paragraph 13, "The student has not performed his/her obligations prescribed by the program of study if he/she has discontinued attendance to more than 30% of class hours of all forms of class (lectures, seminars and exercises)."

According to this determinant - by an attendance starting at 70%, students can get a maximum of 25 points which are converted into credits as follows:

Number of hours	Credits	Number of hours	Credits
0-16	0	21	16
17	1	22	20
18	4	23	24
19	8	24-25	25
20	12		

Activity in seminars (total 20 points)

Activity in education: The first part of student activities is carried out in work in small seminar groups in which students analyze and solve an example/case related to the teaching unit presented in class. For the second part of the activities - review and analysis of the presented topics, they will come to class with pre-prepared questions for the assigned topic, attitude on the topic if they have one, and review of the actualization of the presented topic.



Activities in seminars are converted into credits as follows:

Number of seminars	Credits
0-4	0
5	4
6	8
7	12
8	16
9-10	20

Seminar presentation (a total of 25 points)

Students prepare a seminar presentation in which they present basic starting points for the making of an essay. In the seminar presentation credits are achieved in the following way:

Introduction to the topic - (highlight why the subject is relevant and current) 4 points

Methodology of data collection 5 points

Setting up the problem - specifying the problems and issues within the topic – stating one problem 3 points; stating two problems 6 points; stating three problems 9 points

Conclusion 5 points

Literature 2 points

Evaluation of essays

The final exam. The final exam is taken in the form of an essay. The passing threshold is 50%. The maximum number of credits is **(30)** thirty, which are distributed according to the following criteria:

1. Introduction: reason(s) why the topic is important and actual 3 credits
2. Methodology of collecting data and information 2 credits
3. Interpretation/display 2 of perspective 3 credits, interpretation 3 of perspective 5 credits, interpretation 4 of perspective 7 credits, interpretation 5 of perspective 10 credits
4. Explanation why an interdisciplinary/pluriperspective approach is necessary for the solution of problems 5 credits
5. Point out similarities and differences in the conclusions of authors of the stated perspectives 3 credits
6. Create their own argument(s) for their own conclusion 5 credits
7. Literature/sources of information 2 credits.

STUDENTS ARE BEGGED NOT TO COPY AND PLAGIARIZE IN THE PROCESS OF CREATING AN ESSAY. IN THE EVENT OF SUCH OCCURRENCES THE CREDITS ARE REDUCED FOR THE ACTIVITY FOR WHICH THE COPYING/PLAGIARISM IS ESTABLISHED.

Final grade (Article 43 of the Regulations of Studies)

The overall grade is evaluated by a grade derived from a portion of all grades during coursework:

- A - 90-100 % **points**
- B - 80-89,9 %
- C - 70-79,9 %
- D - 60-69,99%
- E - 50- 59,9%

Students who have realized a 0 to 39,9% of the grade are evaluated by the grade F (failed) and cannot acquire ECTS credits, those from 40 do 49,9% are evaluated with the grade FX (unsatisfactory) and may take the make-up exam. Those with more than 50% of the realized grade may take the final exam.

Numerical system of grading (Article 44 of the Regulation of Studies)

- Excellent 5 – A
- Very good 4 – B
- Good 3 – C
- Satisfactory 2 – D and E
- Unsatisfactory 1 – F and FX

In case of rejecting a grade students are required to institute proceedings specified by Article 46 of the Regulation of Studies of the University of Rijeka.



1.10. Assigned reading (at the time of the submission of study programme proposal)

Samantha Bunzli, David Gillham & Adrian Esterman. Physiotherapy-Provided Operant Conditioning in the Management of Low Back Pain Disability: A Systematic Review. *Physiother. Res. Int.* 16 (2011) 4–19.

Katherine F Shepard. "Are You Waving or Drowning?" Volume 87 Number 11 *Physical Therapy* 1543
Armond S Goldman, Elisabeth J Schmalstieg, Daniel H Freeman, Jr, Daniel A Goldman and Frank C Schmalstieg, Jr. "What was the cause of Franklin Delano Roosevelt's paralytic illness?" *Journal of Medical Biography* 2003; 11: 232–240

Ivanec, D. "Psihološki čimbenici akutne boli". *Suvremena psihologija* 7 (2004), 2, 271-309

Declarations of principles of World Confederations of Physical Therapy

Kjellaug Øygaard, Helge Hæstad & Lone Jørgensen. "Physiotherapy, Based on the Bobath Concept, May Influence the Gait Pattern in Persons with Limb-Girdle. Muscle Dystrophy: A Multiple Case Series Study". *Physiother. Res. Int.* 16 (2011) 20–31.

Veseli, I. "Timska suradnja u rehabilitaciji", *Fizioterapija*, Hrvatska udruga fizioterapeuta 1997.

Veseli, I. "Modeli tmskog pristupa u fizioterapiji i rehabilitaciji", *Fizioterapija*, Hrvatska udruga fizioterapeuta, 1997.

Physiotherapia Croatica. Tematski brojevi.

Gosić, N. *Bioetičke perspektive* (odabrana poglavlja), Pergamena, Zagreb 2011.

Bioetika i dijete. Čović, A. Radonić, M. (ur.) Pergamena, Zagreb, 2011.

Izazovi bioetike A. Čović (ur.), Hrvatsko filozofsko društvo/Pergamena, Zagreb, 2000.

1.11. Optional / additional reading (at the time of proposing study programme)

S. Prijic-Samaržija (ur.): *Bioetika* (temat; u: *Vladavina prava*, 5/2000)

P. Singer: *Praktična etika* (KruZak, Zagreb, 2003)

Z. Bošković: *Pravo i medicina* (Pergamena, Zagreb, 2007)

A. Frković: *Bioetika u kliničkoj praksi* (Pergamena, Zagreb, 2006)

L. Pessini: *Distanzija. Do kada produžavati život?* (Adamić/Medicinski fakultet/Hrvatsko bioetičko društvo, Rijeka, 2004)

1.12. Number of assigned reading copies with regard to the number of students currently attending the course

Title	Number of copies	Number of students

1.13. Quality monitoring methods which ensure acquirement of output knowledge, skills and competences

The level of implementation and analysis will be monitored through the asking of questions and providing answers to the basic content and methodological perspectives in physical therapy, the level of valuation will be monitored through discussion about the role of different perspectives in the shaping of cultural patterns in physical therapy, and the level of synthesis will be monitored through performance tasks whose results are evaluated in a written essay.